DOCUMENT RESUME

ED 084 244 SP 007 479

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TITLE	Career Decision Program. A XII Module Program.
INSTITUTION	Toledo Univ., Ohio. Coll. of Education.
PUB DATE	Nov 72
NOTE	133p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Career Planning; *Curriculum Guides; *Teacher Education; *Teacher Education Curriculum

ABSTRACT

GRADE: College freshmen. SUBJECT MATTER: Career Planning, a guide for incoming freshmen. ORGANIZATION AND PHYSICAL APPEARANCE: The course is presented in the form of modules which include an objective, prerequisites, preassessment, instructional activities, postassessment, and time allocation. The guide is bound in paper; pages are xeroxed. OBJECTIVES AND ACTIVITIES: To help the student decide a) whether he wants to become a teacher, b) on what level he wants to teach, and c) what subject area he wants to specialize in. INSTRUCTIONAL MATERIALS: None included. STUDENT ASSESSMENT: No provision is indicated. (JB)

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CAREER DECISION PROGRAM

College of Education
The University of Toledo

A XII Module Program

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Module Identification Number: CDP I - VIII

Title: Introduction to Education - Career Decisions Program 101

Objective Numbers: 900.01 through 900.18

Pre-requisite Modules: None

Population: All entering Freshmen

Time Allocation: Student - 26.5 hrs. Prof. - 26 hrs.

Developer: CDP Staff

Date of Development: November, 1972

Behavioral Objectives in Career Decisions Program 101

(Modules I thru VIII)

Module I:

900.01 Having listened to presentations by members of various Professional Interest Areas, the student will identify the different areas of concentration.

900.02 Given information on each of the Professional Interest areas, the student will identify his preference and describe this selection in terms of:

a) job entry requirements
b) supply - demand
c) working conditions
d) other pertinent information

Module II:

900.03 The student will be introduced to the class.

900.04 The student will be able to identify:

a) brainstorming
b) buzz session
c) panel discussion
d) sensitivity group

Module III:

900.05 Using the appropriate request form, the student will select a task or field experience activity which he would like to complete during the Career Decisions course.

900.06 The student will compile a list of activities which he considers relevant to his performance as a C.D.A.

900.07 Students will describe the influences (effects) of appearance and language on the relationships between them and cooperating teachers and students during the C.D.A.'s field experience.

900.08 The student will correctly identify the requirements for his degree, and the requirements and evaluative procedures of the Career Decisions Program.

Module IV

900.09 The student will take an audiometric and a basic speed-articulation test.

900.10 Having taken the Strong Vocational Interest Blank (S.V.I.B.) and given his profile, the student will recognize:

(a) congruencies with persons in various occupations with emphasis on teaching fields.

(b) dissimilarities of interests with persons in various occupations.

900.11 Having taken the S.V.I.B. and given his profile, the student will prepare a report comparing the teaching field with his highest ranking non teaching field in terms of:

a.) entry requirements
b.) supply-demand
c.) salary
d.) working conditions

Module V

900.12 The student will correctly distinguish the identifying characteristics of the self-contained classroom and the multi-unit classroom.

Module VI

900.13 The student will specify a behavior to be changed.

900.14 The student will count and record the number of times the behavior occurs in one half day of his field experience.

900.15 The student will offer at least one way of modifying the behavior using positive reinforcement and/or extinction.

900.16 The student will explain why his procedure was successful in changing the behavior or if the behavior was not changed, he will suggest an alternative procedure for changing the behavior, and explain why he feels that procedure might be effective.

Module VII

900.17 The student will be able to give an example of at least three forces operating within the school building and its neighborhood where he is assigned for the field experience phase of the course.

Module VIII

900.18 The student will evaluate experiences associated with the CDA experience.

C.D.P. Module I

Objective:

900.01 Having listened to presentations by members of various Professional Interest Areas*, the student will identify the different areas of concentration.

900.02 Given information on each of the Professional Interest Areas, the student will identify his preference and describe this selection in terms of:

a) Job entry requirements
b) Supply - demand
c) Working conditions
d) Other pertinent information

Prerequisite:

Participate in presentation by members of Professional Interest Areas.

Pre-Assessment:

List the various teaching fields (Professional Interest Areas) with which you are familiar. In which area do you plan to specialize? Why?

Instructional Activities:

1. In the large group session, members from various Professional Interest Areas will present information covering the following points:

   A. A description of the program a student must complete in order to be certified in that area.
   B. An overview of job opportunities in that area.
   C. An overview of teacher's working conditions.
   D. Other pertinent information.

Post Assessment:

1. Identify your desired teaching field in terms of

   a) Job entry requirements
   b) Supply - demand
   c) working conditions
   d) Other pertinent information

*Special Education, Secondary Education, Elementary Education, Health, Physical Education, Art, Music, Vocational Education, Coaching , and recreation.

Post Assessment (cont.)

2. What other areas are available for specialization in the teaching profession?

Remediation

Listen to tape recording of presentation.

Time Allocation

Student Class Time: 6 hrs.; Prof. Class Time: 6 hrs.

C.D.P. Module II

Objective:

The student will
900.03 be introduced to the class

The student will
900.04 be able to identify:
(a) brainstorming
(b) buzz session
(c) panel discussion
(d) sensitivity group

Prerequisite:

Enrollment in 312:101:00

Pre-assessment:

None

Instructional Activity:

In the discussion group, the students will view a film-strip concerned with group dynamics. During the viewing the film-strips will be interrupted for discussion of various techniques of group dynamics.

Post Assessment:

Short quiz on group techniques.

Remediation:

Recycle.

Time Allocation:

2 hours instructor time; 2 hours student time.

C.D.P. Module III

Objective:

900.05 Using the appropriate request form, the student will select a task or field experience activity which he would like to complete during the Career Decisions course.

900.06 The student will compile a list of activities which he considers relevant to his performance as a C.D.A.

900.07 Students will describe the influences (effects) of appearance and language on the relationships between them and cooperating teachers and students during the C.D.A.'s field experience.

900.08 The student will correctly identify the requirements for his degree, and the requirements and evaluative procedures of the Career Decisions Program.

Prerequisites:

The student will read the Career Decisions Program Field Components Handbook, the "University Policies Governing Field Experiences" handout, The "Career Decisions Program Student Field Contract" form, describing the field experience activities of the Career Decisions course. Bring appropriate questions to the small group session for discussion.

Instructional Activities:

Observe a movie titled, "Job Interview" (either Three Men or Three Women) and discuss the ramifications of dress and/or language as it will pertain to the CDA's field experience.

Post-Assessment:

To describe the requirements and basic sequence of the undergraduate program, to list steps and the regulations regarding load, grades, exit-entry options and credit in the Career Decisions Program and to answer questions about two evaluative experiences. Answers will include attention to how often and when each procedure is used, general mechanics of its administration and why it is given.

Based on the criteria developed in the small group discussions, the student will develop an individual policy statement describing his role in CDA field experience.

Students will be required to report to the small group session, the school dress code policy in force at the school to which they are assigned.

Assignment:

After the specific activities discussed above have been jointly agreed upon, the student and cooperating teacher will draw up and sign two copies of a contract to be fulfilled during the balance of the current quarter.

The student will then give one copy of the contract to his cooperating teacher and return one copy to his small group instructor.

During the balance of the quarter, the student will fulfill all the terms of his contract.

Remediation:

Re-cycle

Time Allocation:

Student class time: 2 hours, Prof. time: 2 hours.

900.08 Requirements for the Degree *

Candidates for the bachelor of education degree must complete 192 quarter hours of course work with a minimum of 384 quality points, which is the equivalent of an average grade of C or 2.0 on a 4.0 scale. Students must also maintain a cumulative grade-point average of 2.0 or better in all required professional education courses, and those preparing for secondary school teaching must earn an accululated grade-point average of 2.0 in the major teaching field. The accumulated average includes all grades for credits earned plus grades of I and F and those acquired in repeated courses.

The student who wishes to pursue the bachelor of arts or bachelor of science in education degree must meet the following requirements:

a. Complete the general education requirements of the College of Arts and Sciences.

b. Complete the major field requirements of the College of Arts and Sciences and the minimum teaching field requirements.

c. Complete the professional education requirements.

*This material is taken form the College of Education Bulletin for the 1972-73 school year. More specific information may be found there.

The bachelor of arts or the bachelor of science degree may be earned by a student in addition to the bachelor of education. For additional information and to declare intent to pursue a dual degree, contact the Office of Student Affairs and Services.

Students transferring or with degrees from other institutions may qualify for bachelor's degrees in the College of Education by completing a minimum of 48 quarter hours of residence course work, including the required professional courses. Full-time students must take their last one-fourth of total work, and part-time students their last quarter, in residence, unless arrangements have been made specifically in advance with the Office of the Dean.

The College of Education may refuse to permit the completion of degree requirements and/or recommendation for teacher certification when a student's scholarship, character, or physical condition indicate incompetence or poor success in teaching.

Requirements for graduate degrees can be found in the Bulletin of the Graduate School.

RECOMMENDED SEQUENCE FOR STUDENT IN REGULAR ELEMENTARY EDUCATION PROGRAM

FRESHMAN YEAR	Qtr.Hrs.
Art Education 111.	3
Elementary Education 101, 102	8
English 101, 102	10
Geography 101.	4
Mathematics 121-122-123. . . .	9
Physical Education 108	3
Sociology 101.	4
Speech 101	4
Biology 112.	3
	48

SOPHOMORE YEAR	Qtr.Hrs.
Art Education 112 or 181 . . .	3
Geology 211.	4
History 101, 102, 121, or 122.	10
Music Education 140, 240 and 340.	6
Natural Science 102, 103 . . .	7
Political Science 120.	5
Psychology 101	4
Electives--Area of Concentration	9
	48

JUNIOR YEAR	Qtr.Hrs.
Elementary Education 320, 324, 328	24
Physical Education 240	3
Health Education 340	3
Econ. 201.	4
English 270.	5
Electives--Area of Concentration	9
	48

SENIOR YEAR	Qtr.Hrs.
Elementary Education 340 . . .	8
Elementary Education 392 . . .	16*
Electives--Area of Concentration	24
	48

*Students enrolled for 16 hours of student teaching will not be permitted to register for any other course.

RECOMMENDED SEQUENCE FOR STUDENTS IN SECONDARY EDUCATION

FRESHMAN	Qtr.Hrs.
Elementary Education 101, 102	8
English 101, 102, or 103 or 104	10
Physical Education 108	3
Psychology 101	4
Science or Math Requirement	3-4
Social Science Requirement	4
Courses in Major and/or Minor Teaching Fields	10-15
Course to satisfy fine and/or applied arts	3-4
Electives	3
	48-55

SOPHOMORE YEAR	Qtr.Hrs.
English 270	5
Political Science 120	5
Science or Math Requirement	4
Social Science Requirement	4
Courses in Major and/or Minor Teaching Fields	25
Electives	5
	48

JUNIOR YEAR	Qtr.Hrs.
Secondary Education 310	8
Secondary Education 340 or Methods in Special Fields	8
Course to satisfy fine and/or applied arts	3-4
Courses in Major and/or Minor Teaching Fields	29-32
	48-52

SENIOR YEAR	Qtr.Hrs.
Secondary Education 392	16*
Courses in Major and/or Minor Teaching Fields	32-33
	48-49

*Students enrolled for 16 hours of student teaching will not be permitted to register for any other course.

900.08 - Career Decisions Program

The Career Decisions Program (CDP) is the first phase of The College of Education's Competency Based Teacher Education Program. It is designed to help the student thoroughly explore and evaluate basic elements of the teaching profession and as a result of this investigation, make a decision to either, (a) stay in the College of Education and proceed with teacher training, (b) decide educational level and area of specialization, or (c) select a different and more appropriate career goal.

Essentially, the CDP is a decision-making process which leads the student through the following types of experiences:

1. A thorough study of the teaching profession and other related fields.
2. Weekly field experiences in the schools.
3. Weekly small group meetings, designed to permit the students to discuss their field experiences as well as other related materials and activities.
4. A study of one's own interest, abilities and attitudes as they are related to teaching.

The Career Decision Program is a required pre-requisite to all other professional education courses. It is designed as a two-quarter course that must be taken in sequence. The student earns four hours of credit per quarter for a total of eight quarter hours. The student may withdraw from the program at any time during the sequence, keeping whatever credit he has earned; should he desire to re-enter the program, he must begin with the objectives he has not completed.

Qtr.	Career Decisions Program	Hrs. Credit
I	El. Educ. 312:101:00	4
II	El. Educ. 312:102:00	4

900.08 - Evaluative Procedures in the Career Decisions Program

1. Evaluation of CDA's field experience by the co-operating teacher.

A form is provided to each co-operating teacher who works with a CDA. Evaluation is gauged according to the following criteria: attendance, rapport with children, ability to work with children, completion of tasks assigned, responsibility, including promptness and notifying teacher in case of absence, stability, adherence to school and classroom policies, including dress. It is made on a satisfactory and unsatisfactory basis. This evaluation is made at the close of each quarter's field experience. The form which the co-operating teacher completes is returned to the University Co-ordinator of the Career Decisions Program. It is completed at the end of each quarter.

2. Evaluation Questionnaire assessing the overall CDP and CDA.

A form is provided at the end of each quarter to each CDA requesting judgement concerning the effectiveness of the experiences he has had during the Career Decisions Program. Each student is asked to react to items concerning his classroom experience. Some of the items suggested here will indicate the general nature of the kinds of reactions requested on the questionnaire. Satisfaction with activities and tasks which you were assigned, degree of involvement in "teaching" one child, or a small group of children, attention to routine emergencies, involvement with instructional materials, etc. This evaluation questionnaire is made available at the close of each quarter, and is required of each CDA participating in the program. Questionnaire will be administered in the seminar group by the University instructor for the small group.

900.08 - Post-Assessment

Beside the following phrases or statements put a "C" if a phrase or statement is a requirement of the Career Decision Program; put a "T" if a phrase or statement is a requirement of the entire Teacher Education Program; and leave the space blank if a phrase o statement is not required of either the Career Decision Program or the Teacher Education Program, as described in the handout.

_____ General education requirements

_____ A grade of "A" in student teaching

_____ Self-analysis of personal traits

_____ Identification of teache: roles

_____ A minor in a subject matter teaching field

_____ 192 hours of course work with a cumulative grade point average or 2.0 or better

_____ A professional quarter of course work in Education

_____ A major in English

_____ The staff of the multi-unit school

_____ Satisfactions and frustrations of teaching

_____ Registration with Teacher Placement Office

Respond to each of the following questions:

1. How many quarters are required to complete the Career Decisions Program?

2. What are the course numbers attached to each quarter?

3. How many hours of credit are granted for successful completion of each quarter?

900.08 (Continued)

4. List the weekly class and field time requirements of the Career Decisions Program student: (i.e., the obligations involved in a representative week).

5. When may you leave and re-enter the program?

Directions: Indicate how often and when each of the following evaluative procedures are used in the Career Decisions Program. Also include a brief description of general mechanics of its administration (where, when, how it is given, who takes it) and why it is given.

1. Evaluation of CDA's field experience by the co-operating teacher:

2. Questionnaire to be completed by the CDA:

C.D.P. Module IV

Objective:

900.09 The student will take an audiometric and a basic speech-articulation test.

Prerequisites:

None

Pre-Assessment:

None

Instructional Activities:

1. The test will be designed and administered by the TU Speech Department.

2. Each student will arrange an appointment to take the test during a schedule provided for the administration of the test.

Post-Assessment:

None

Remediation:

Students who do not pass any of the test will be encouraged to seek therapy and will be provided with a list of sources of help.

Time Allocation:

1/2 hr. student time.

Objective:

900.10 Having taken the Strong Vocational Interest Blank (SVIB) and given his profile, the student will recognize:

a) congruencies with persons in various occupations with emphasis on teaching fields.

b) dissimilarities of interests with persons in various occupations.

Prerequisite:

Completion of the SVIB

Pre-Assessment:

None

Instructional Activities:

The student will be administered the SVIB (1 hour) and his responses will be machine scored (three weeks). The resulting individual profile will be returned to him in a small group setting. The student will be assisted in interpreting his profile in regard to the meaning of A, B, and C scores, the lack of relationship with ability, and the limitations of the inventory.

The group interaction that follows will provide him the opportunity to discuss:

1. occupational areas composed of persons with interest very similar to his.
2. those occupational areas composed of persons with interests unlike his.
3. the similarity of dissimilarity of his interests as related to specific teaching fields.

Post-Assessment:

The student will:

1. on a check list, check the three occupations with which his interests are most congruent.
2. rank (based on his beliefs) the three interests areas with checks he would most like to be associated with.

Remediation:

None

Time Allocation:

4 hours Prof. time; 4 hours Student time.

Objective:

900.11 Having taken S.V.I.B and given his profile, the student will prepare a report comparing the teaching field with his highest ranking non-teaching field in terms of:

(a) entry requirements
(b) supply - demand
(c) salary
(d) working conditions

Prerequisite:

Read assigned materials
Objective 900.10

Pre-Assessment:

None

Instructional Activities:

1. The student will read selected occupational materials placed in the Carver Curriculum Center.

2. In the small group session, the student will discuss the teaching field as an occupation and cite comparisons to various other fields.

Post Assessment:

In a brief creative report, the student will compare his selected occupation to the teaching field comparing the four points listed in the objective above.

Remediation:

None

Time Allocation:

Student class time: 2 hours; Prof. time: 2 hours.

C.D.P. Module V

Objective:

900.12 The student will correctly distinguish the identifying characteristics of the self-contained classroom and the multi-unit classroom.

Prerequisite:

None

Pre-Assessment:

None

Instructional Activities:

1. Filmstrip on Multi-unit instruction

2. Group activities

2.1 Separate 3 individuals from rest of group and designate them as "teachers."

2.2 Establish 3 groups from the remaining students, designate them as elementary students, and assign each sub-group to a teacher.

2.3 Give each "teacher" a subject matter, e.g., language arts, math and science, social studies.

2.4 The "teacher's" task is to teach him or her students something within his area of expertise (a 5 minute lesson)

2.5 Each teacher is then to teach a 5 minute lesson on each of the other two subject-matter areas.

2.6 At the end of the lesson, the "students" evaluate the performance of the "teacher" of their group in each of the subject matters.

2.7 While the "students" are evaluating the "teachers" performance, the "teachers" are holding adjoining staffing metting to trade ideas of successful teaching strategies and new approaches.

2.8 At the end of 10 minutes, all of the "students" reconvene and the three teachers present a five-minute lesson plan to the combined group.

2.9 After this seminar, the instructor leads a discussion to generate criteria for judging the effectiveness of various types of organizational structure.

Post-Assessment:

The student will identify 10 salient characteristics of the multi-unit school and 10 characteristics of the self-contained classroom.

Remediation:

Recycle by reviewing filmstrip.

Time Allocation:

Prof.: 2 hours; Student: 2 hours.

900.12

Post-Assessment

Directions: Each of the following is a characteristic of the traditional school or of the multi-unit school. If it is a characteristic of the traditional school place a T within the appropriate parentheses. If it is a characteristic of the multi-unit school, indicate by using an M.

1. Each teacher is completely responsible for between twenty-five and forty pupils. ( )

2. There is an I & R organizational structure which considers both instruction and research. ( )

3. The student teacher may be given complete freedom in developing the instructional program and in evaluating it. ( )

4. Meetings are held at least once a week to coordinate efforts. ( )

5. There is a MUST committee consisting of representatives from schools participating in joint efforts. ( )

6. A teacher may actually have one function, for example, evaluation, and not be responsible for developing instructional procedures. ( )

7. The selection of instructional materials is viewed as a team-rather than individual-responsibility. ( )

8. Assignment of grades is an individual responsibility. ( )

Directions: Match each role or function with the appropriate number of staff persons in a multi-unit setup. More than one person may be involved.

1. Student teacher	3. Unit leader	5. Principal
2. Teacher	4. Parent aide	6. High School aide

9. ____ Assumes complete responsibility for the cooperation of the total school plant, including pre- and in-service activities.

10. ____ Assumes the major responsibilities for effective planning in the instructional areas.

11. ____ Works directly with an individual child as assigned by a unit teacher.

12. ____ Shares in guiding and evaluating teacher-interns, participants, and career decision aides.

13. ____ Schedules time, space, and equipment.

14. ____ Assumes major responsibility for evaluation of unit activities.

15. ____ Shares in cooperative planning of lessons and units.

C.D.P. Module VI

Objective:

900.13 The student will specify a behavior to be changed.

900.14 The student will count and record the number of times the behavior occurs in one half day of his field experience.

900.15 The student will offer at least one way of modifying the bheavior using positive reinforcement and/or extinction.

900.16 The student will explain why his procedure was successful in changing the behavior or if the behavior was not changed, he will suggest an alternate procedure for changing the behavior, and explain why he feels that procedure might be effective.

Prerequisites:

None

Instructional Activities:

Treatment for Objectives 13 and 14.

1. Given a model of the behavior change process, the student will specify a behavior that he would like to change.

2. The instructor will explain and discuss with the students the techniques used in behavior change.

3. Students will be divided into small groups, and will simulate behavior change techniques.

4. The students will be assigned to count and record the number of times their selected behavior occurs during one day of their field experience.

Treatment for Objective 15.

Small group:

1. Students will discuss the results of their observation in small groups.

2. As a whole, the instructor with the students will analyze and summarize their mutual experiences.

3. The instructor and the students will role play different ways to use positive reinforcement and extinction in modifying some of the behaviors that the CDA's have specified.

1. The students will be given the following assignment:

   a. Write down a procedure that you will use to positively reinforce and/or extinguish your specified behavior.
   b. Actually implement your plan in your field experience.
   c. Record the number of times the behavior has occurred during the day that you were implementing the treatment.

   The students will be put back into groups to carry out part (a) of the above assignment.

Treatment for Objective 16.

1. In small groups, the students will share their experiences, analyze why or why not their treatment was effective in changing behavior and suggest alternate procedures for changing behavior when their treatment was not successful.

2. As a whole group, the students will analyze their outcomes and state generalizations regarding the behavior change process.

Post-Assessment:

The student will have completed the above objectives. There will possibly be a written post assessment measuring transfer of concepts to new situations.

Time Allocation:

4 hours Prof. time; 4 hours Student time.

C.D.P. Module VII

Objective:

900.17 The student will be able to give an example of at least three forces operating within the school building and its neighborhood where he is assigned for the field experience phase of the course.

Prerequisites:

None

Pre-Assessment:

None

Instructional Activities:

1. Present a film demonstrating pressure group activity.
2. Assimulation of the film's content or a lecture on the handout.
3. Discuss film that demonstrates pressure group activity.

Post-Assessment:

In a short p.per discuss the major forces (6 out of the 8 categories presented in the handout) operating within the school and the neighborhood which influenced the teachers realm of thought and/or activity.

Remediation:

Recycle

Time Allocation:

2 hours instructor and 2 hours of student time.

Handout

Forces Affecting the Teacher

A. Influences of parents in the community
   1. Occupational choice for their young.
   2. Value conflicts - ex. - certain aspects of sex education.
   3. Attitudes which the pupils bring to class.

B. Influences of colleagues
   1. Pressures for conformity.
   2. Attitudes toward other phases of the curriculum, toward extra-curricular activities and toward the administration.
   3. Influences regarding the classifying and stereotyping of pupils.

C. Influences of non-instructional personnel
   1. Administrative and secretarial pressures.
   2. Impact of the custodial staff.
   3. Conflicting demands made by other professional personnel e.g., nurses, counselors, coaches, etc.

D. Influences of race and/or ethnic groups.
   1. Pressures for teaching about and better materials on minorities.
   2. Greater recognition of minorities e.g., holidays and assemblies.
   3. Giving due consideration to race and/or ethnic background in the hiring policy.

E. Influence of special purpose agencies
   1. Influence of veteran organizations for greater stress on patriotism.
   2. Influence of business and commercial organizations on stressing a capitalistic orientation.
   3. Influence of extremist groups to determine curriculum.
   4. Influences of groups interested in promoting special activities e.g., band, sports.

F. Influences of teacher organizations
   1. Pressures for membership and allegiance.
   2. Pressures for conformity to the wishes of a dominant group.
   3. Hiring, promotion, and discharge being swayed by professional organizations.

G. Impact of the public's image of a "teacher."
   1. The teacher is the paragon of "virtue".
   2. The teacher should remain outside of politics and controversial issues.
   3. The teacher as a subserviant and follower rather than a leader and innovator.
   4. The feminine cast of the profession, especially at the lower levels of schools.

H. The influence of status considerations
   1. Status attributed to the college preparatory curriculum and students.

2. Status pressures of higher paying jobs which get teachers out of the classroom and/or school.
3. Status of higher grade levels - the higher the grade level the higher the status.
4. Geographical status which promotes mobility from the city to the suburbs.

C.D.P. Module VIII

Objective:

900.18 The student will evaluate experiences associated with the CDA experience.

Prerequisite:

Completion of field experience.

Pre-Assessment:

None

Instructional Activities:

1. A five minute perceptive presentation on the CDA experience.
2. Turn in completed teacher evaluation form.
3. Complete CDA evaluation of program form.
4. Complete field assignment request sheet for next quarter.
5. When appropriate, complete Student Perception Scale.

Post-Assessment:

Completion of instructional activities

Time Allocation:

2 hours Prof. time; 2 hours Student time.

Module Identification Number: CDP IX - XI

Module Title: Inquiry and Value Clarification - Career Decisions Program 102

Objective Numbers: 900:19 through 900:37

Prerequisite Modules: CDP I - VIII

Population: All entering Freshmen

Time Allocation: Student - 30 hrs. Prof. - 30 hrs.

Developer: CDP Staff

Date of Development: November 1972

Behavioral Objectives in Career Decisions Program 102

(Modules IX - XI)

Module IX:

900.19 Given four reasons why New-Fist was declared to be an educated man in Saber-Tooth Curriculum, the student will select the one correct reason.

900.20 Given four dimensions of life as defined in The Saber Tooth Curriculum, the student will select the one dimension of life in which New-Fist must view things to be wise on the basis on "knowing how to do things."

900.21 Given four reasons for New-Fist being called a "damned fool" by the leaders for developing his three course school, the student will select the one reason as stated in The Saber Tooth Curriculum.

900.22 Given four statements of New-Fist's rebuttal to those who argued "Theologically" about his innovations, the student will select the one reason stated in The Saber Tooth Curriculum.

900.23 Given four statements of ways of arguing for or against change (e.g., rationalism, exorcism), the student will select the one which New-Fist first used to defend himself and his suggestions for change.

900.24 Given four typical roles in education (e.g., teacher, principal) one which would most likely be held by New-Fist if he were alive today.

900.25 Given four statements of how elders in New-Fist's time would react to a contemporary person who wants to know new things in order to survive in a changing situation, the student will select the one statement that best reflects the expected behavior of the elders.

900.26 Given a wide variety of resources and experiences including the text "Saber-Tooth Curriculum," the student will write an essay of an episode, real or imaginary, wherein the central personality or figure displays unwarranted obedience to symbols or rules without question or analysis. The student's essay should include the following elements:

Module X:

900.27 Given a wide variety of student selected resources and the readings in the text, student groups (no less than 10 people) will plan and act out a 10-20 minute presentation dealing with "alienation." The criteria for evaluation are as follows; student presentors should be able to:

(a) create their own example of concepts dealing with alienation.
(b) exhibit interactive dialogue with all players.
(c) demonstrate through dialogue some emotive behavior (humor, pathos, anger, indifference, etc.)
(d) conduct a post evaluation dialogue with the audience.

900.28 Given a definition the "living curriculum" and four alternative statements of how curriculum can be viewed if the definition is correct, the student will select the one statement that is the most logical conclusion given the definition of the "living curriculum."

900.29 Given four statements of roles in a school situation (e.g., teacher, students), the student will select the one statement that is most likely to be the motivating force in bringing a curriculum to life.

900.30 Given the statement that "criticism of an argument stands independent and separate from criticizing the person who made the argument," and given a statement about a relationship among content, method, and teacher personality, the student will select from four alternatives conclusions that can be made about the given statement above the one conclusion that can logically be drawn from the two statements.

Module XI:

900.31 Given a wide variety of student selected resources and the readings in the text--student groups (no less than 10) will plan and act out a 10-20 minute presentation dealing with educational mythologies. The criteria are as follows; students should be able to:

(a) create their own example of concepts dealing with educational mythologies.
(b) exhibit interactive dialogue with all players.
(c) demonstrate through dialogue some emotive behavior, (humor, anger, indifference, apathy).
(d) perform a post evaluative dialogue with the audience.

900.32 Given a short general statement about a teacher's way of teaching and testing students in a classroom and four statements of why learners in that situation would show different levels of achievement, the student will select the one statement that most logically explains the different levels.

900.33 Given four alternative statements of attributes of the concept "Grading on a curve," the student will select the one alternative statement that most closely defines the concept.

900.34 Given four statements of the probable nature of teacher-made tests, the student will select the one statement that logically follows from the content in the Saber Tooth Curriculum and Education for Alienation.

900.35 Given three statements of traditional "folk tales" and four alternative statements of interpretations of conclusions about why men believed the folk tales as truth, some of which are logical and some of which are illogical conclusions, the student will select the one(s) that are logical conclusions.

900.36 Given three one line statements of a myth and four alternative assumptions for each statement, the student will select the one assumption that is most appropriate to each given myth.

900.37 Given three one line statements of a mythology and four "ways of knowing" (e.g., faith, observation), the student will select the one way of knowing that best explains why people believe myths.

Career Decisions - 102

General Rationale:

These modules are designed not only to provide competencies in value clarification and analysis, but also to promote an "experience" in personal introspection concerning career decisions which will involve both students and instructors as associates-in-learning. We believe it to be vitally important that potential teachers deal extensively with value clarification and analysis as it relates to them, their career choice, their future students, and the contemporary issues of their chosen profession.

While the same could (and should) be said of all roles and professions, the responsibilities of an "educator" especially demand the ability and proclivity to look carefully and insightfully into that which is believed and professed. Teachers must not allow themselves to become the "peddlers" of values as determined by their own perceptions and motives or by those of politicians, pressure groups, administrators, peers, parents, or students. Instead, they, and those they teach, should view values as being worthy of the same careful and objective analysis as is any physical or social phenomenon among educated men and women. In effect, they should become "value investigators and decision makers," not from a desire to rebel or devalue, but from a desire to create alternatives and identify choices. In other words, people become "educated" in the fullest sense of the word when they allow and engage in open inquiry.

To encourage a definition of education with less breadth is to heighten the probability of students adhering to given sets of values and career choices simply because no others were considered or investigated. Such unsubstantiated adherence makes an individual extremely vulnerable in a world of confrontation, innovation, and change. They lack not only the

adaptability that comes from having options, but also the depth of conviction that evolves from inquiry. Not only are they likely to find themselves unable to clearly verbalize and defend their beliefs, values, and career choices to the world around them, but more importantly, to the world within them.

Final Examination

Directions: Choose the best answer and mark the appropriate space on your answer sheet.

1. If one were to accept the following statement that, "The living curriculum is school experience involving interaction between those who teach and those who learn", then we must conclude that curriculum must be looked at from the viewpoint of:
    1. the purposeful intentions or goals established by teachers for their students.
    2. the capacity for learners to receive and appropriately respond to the goals set for them by their teachers.
    3 the value systems, philosophies, beliefs and practices of all who interact with one another in any one school or school system.
    4. all of the above.
2. The "motivating force" in any consideration of curriculum which brings the curriculm to "life" is:
    1. the teacher.
    2. the administration.
    3. the students.
    4. the total school population.
3. Usually, a teacher will use one presentation or lesson for a given class of learners. The learners, usually, upon being tested, will show different levels of achievement on the test because:
    1. the teacher's lesson is biased for and against different learners.
    2. the learners receive the lesson selectively and differently.
    3. the test is usually biased for or against different learners.
    4. nos. 2 and 3 but not 1.

4. You have probably heard it said that criticism of an argument stands independent and separate from criticizing the person who made the argument in question. It has also been expressed that one cannot separate content and method from the personality of the teacher. Therefore, we can conclude that:

    1. the first sentence in this item is false and the second is true.
    2. the first sentence in this item is true and the second is false.
    3. the entire statement is possibly true.
    4. there is insufficient evidence to make a judgment using the data presented in this item.

5. "Grading on the curve" is a strategy that:

    1. forces the evaluator to distribute the population into a semblance of normality.
    2. makes specific assumptions of a statistical nature about the group being tested.
    3. allows the evaluator the "luxury" of "statistically" scoring the tests and awarding grades.
    4. all of the above.

6. Teacher-made tests are probably:

    1. unknown in their reliability.
    2. highly reliable.
    3. highly valid and reliable.
    4. probably neither very valid nor reliable.

7. Testing, due to its degree of error (large or small) should be used with an end toward:

    1. approximating student capability.
    2. predicting students' eventual goals.

7. (cont'd)

    3. diagnosis of learning circumstances for both teachers and students

    4. nos. 1 and 3 but not 2.

8. If a test itself is designed to teach ideas rather than to quiz students on how much they remember, then the test presumably deals with:

    1. recall.

    2. evaluation.

    3. concepts.

    4. nos. 2 and 3 but not 1.

9. If most classroom behavior (performed by students) is acted out as responses to teacher-specified goals, and we are trying to teach students to do analysis and evaluation and decision-making, then we must:

    1. have teachers who are willing to set up problems with students for the students to analyze.

    2. have teachers who perceive themselves as guides and encouragers.

    3. trust children.

    4. all of the above.

10. If you stop to consider the first nine items of this examination thus far, you might conclude that:

    1. education is a product or outcome of directed teaching.

    2. education is a complex processing of relationships.

    3. curriculum is education

    4. education is teaching.

11. Item 10 preceding attempts to _____ on the preceding nine items.

    1. summarize

    2. solidify

    3. capitalize

    4. all of the above

12. Some of our contemporary global concerns are: telemetry, rocketry, atomic energy, population explosions, management of natural resources, nuclear disarmament and emerging nationhood for previously unrecognized peoples. Curricular content which ignores these issues can at least be called:

    1. static
    2. meaningless
    3. sterile
    4. all of the above

13. Potential sources for curriculum include:

    1. ideas and goals
    2. concepts and facts
    3. values and philosophies
    4. all of the above

14. One generally recognized curriculum goal in the U.S.A. is "... a profound respect for democracy". This goal is perhaps best categorized as an:

    1. ideal
    2. end
    3. product
    4. all of the above

15. "Encouraging a lessening of prejudice" is perhaps best described as a goal that is:

    1. an ideal.
    2. an end.
    3. a product.
    4. all of the above

16. "A deep concern for the less fortunate" is a goal which is perhaps best

16. (cont'd)

described as:

1. an ideal.
2. an end.
3. a product.
4. all of the above

17. Items 14, 15 and 16 may be viewed as a collection of statements that could constitute one dimension of a more complex design called a curriculum theory. If you accept this notion, then you are probably on the safest ground if you recognize theory as:

1. a necessity which precedes practicality
2. more powerful than methodology.
3. non-essential and beyond the realm of practicality.
4. nos. 2 and 3 but not 1.

18. Development of positive self-concepts is an ideal which could be contained in a larger structure called a curriculum theory. If this is both true and meaningful, then we could say that:

1. theory is of less importance than methods for implementation.
2. implementation ought to be the step-child of theory.
3. theory, by its own nature, may dictate methods for its own implementation.
4. 4. no. 2 but not 1 or 3.

19. Maslow's schema of needs (e.g. belonging, achievement, economic security, freedom from fear, love and affection and so forth) constitute a theory of:

1. instruction
2. curriculum
3. the human condition
4. 1 and 2 but not 3.

20. Using [illegible]s 14 to 19, you would be well advised to:

    1. dismiss theory
    2. acknowledge theory
    3. ridicule theory
    4. deride theory

21. When men believed that "that world was flat", they were operating on a set of assumptions that:

    1. explained the world as they thought it must be.....
    2. answered all of the questions that they wanted to answer; concerning that phenomenon.
    3. allowed them to dismiss rival or competing questions and hypotheses.
    4. all of the above.

22. When men believed that "phlogisten" was the invisible stuff inside of objects that allowed burnable objects to burn, they were explaining burning by a theory that:

    1. confirmed, for them, the existance of the stuff.
    2. told how indeed burning was able to occur.
    3. fire was an irrevocable function of phlogisten.
    4. all of the above.

23. When people said that "the moon is made of green cheese", they:

    1. were admitting their curiosity.
    2. were testifying to their ignorance.
    3. proclaiming their desire to be more knowledgable.
    4. all of the above.

24. All of the examples in the preceding three items tells us that people used one "way of knowing" called:

    1. faith.

24. (cont'd)

    2. authority.

    3. intuition.

    4. observation.

25. Since we can now dismiss the beliefs that were expressed in the three preceding "Folk Tales", we could best conclude that:

    1. previous researchers used faulty methods.

    2. people like to believe whatever they are told.

    3. "truth" is eternally evolutionary.

    4. none of the above.

26. When New-Fist of the Saber-Toot- Curriculum was declared to be an educated man, he was so because:

    1. he had superior intellect.

    2. he knew how to do things

    3. he knew how to do necessary things.

    4. he knew how to make things.

27. If New-Fist had been declared wise on the basis of knowing how to do things, then we must see these things as a _____ dimension of life.

    1. necessary

    2. sufficient

    3. necessary and sufficient

    4. necessary but not consequently sufficient

28. The elders said that New-Fist was "a damn fool" for developing his three course school because:

    1. the Great Mystery would be displeased

    2. it just wouldn't work

    3. New-Fist was a meddler and a radical

28. (cont'd)

    4. all of the above

29. New-Fist's rebuttal to those who argued "theologically" about his innovations was based upon:

    1. divine insight and comprehension of what the Great Mystery had in mind.
    2. use of the children's natural desire to learn as prima facie evidence of his curriculum's power.
    3. the real and preconceived needs for survival of his fellow men.
    4. all of the above

30. To those who simply did not want change, New-Fist appealed to:

    1. rationalism
    2. patriotism
    3. empiricism
    4. exorcism

31. We could predict that if New-Fist were alive today he would be a:

    1. teacher
    2. counselor
    3. superintendent
    4. principal

32. In New-Fist's time, the need to know new things in order to survive in a changing system (world) was looked upon by the elders as:

    1. heresy that should be treated with disgust
    2. harmless talk to be dealt with paternalistically
    3. radical preachings which should be cautiously and fearfully kept from the masses
    4. childish prattling that was amusing at best.

33. If it is true that "teachers tend to teach as they were taught", then

we should expect teacher-education graduates from T.U. to teach as they were most often taught, that is they should teach:

1. rhetorically
2. analytically
3. authoritatively
4. 1 and 3 but not 2.

34. Historically, formal education as a special field of its own, was originally based upon:

1. learning to think.
2. learning to do.
3. learning to feel and love.
4. 1 and 2 but not 3.

35. Philip Phenix based his foundations for curriculum decision-making upon the principles of:

1. Progressive education
2. disciplines of knowledge
3. morality
4. all of the above

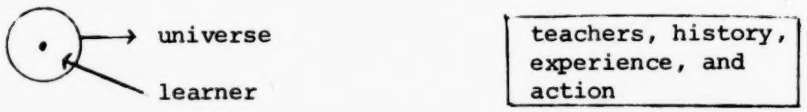
36. If you recall as well as comprehend Phenix's position, then you would select as an appropriate problem for Phenix the folloing example:

1. decisions about the classical disciplines of arts and sciences
2. decisions for student and teacher interactions based upon principles of learning and instruction
3. decisions for ethical conduct between groups of people.
4. nos. 2 and 3 but not 1.

37. In terms of the Saber-Tooth Curriculum, Phenix would be concerned with:

    1. the courses
    2. the torch-butt ritual
    3. the dictates of the elders
    4. the appearance of the invading stranger

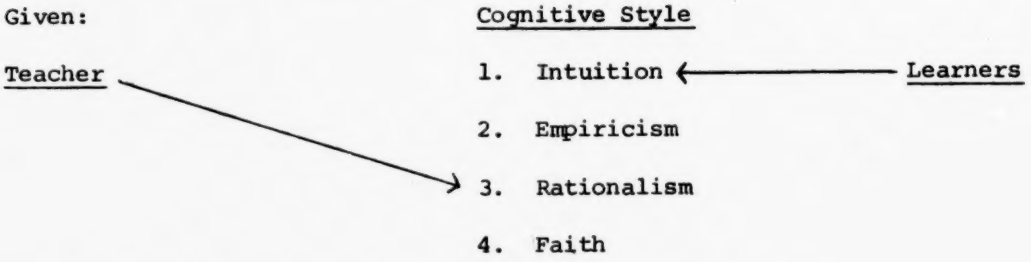
38. Given:



Where do we place the data in the rectangle in order to initiate modest conflict arousal (Waetjen's optimum model) for the seeking of wisdom?

    1. within the learner
    2. within the world
    3. betwixt the learner and his world
    4. just beyond the learner and his world

39. Given:



Methodology, in this model, is seen in Deweyian terms as:

    1. teacher techniques and tricks
    2. student shrewdness and strategies
    3. personalized ways of thinking and knowing
    4. Skinnerian modification and environmental reconstructionism

40. The modality as given in the preceding item would be congruent with one of Waetjen's designs:

    1. matched

2. mis-matched

3. partially mis-matched

4. 2 and 3 but not 1

41. "Do it because I told you so" is an appeal to:

1. power

2. authority

3. emotion

4. reason

42. "The overwhelming state of the evidence leads us to believe that. . ." is an appeal to:

1. power

2. authority

3. emotion

4. reason

43. "Now I know that all of you folks are the right kind of parents" is an appeal to:

1. power

2. authority

3. emotion

4. reason

44. "The best expert opinion on this matter concludes. . ." is an appeal to:

1. power

2. authority

3. emotion

4. reason

45. The previous four items are conceptually built to caution us about appeals based upon:

    1. truth/falsity
    2. virtue/use
    3. bases/foundation
    4. 1 and 3 but not 2

C.D.P. Module IX

Rationale:

Blind allegiance and acts of faith-lacking analysis and self-introspection-make for "rule followers" rather than rule makers, thus terminating inquiry rather than facilitating it.

Objective:

900.19 Given four reasons why New-Fist was declared to be an educated man in Saber-Tooth Curriculum, the student will select the one correct reason.

900.20 Given four dimensions of life as defined in The Saber Tooth Curriculum, the student will select the one dimension of life in which New-Fist must view things to be wise on the basis of "knowing how to do things."

900.21 Given four reasons for New-Fist being called a "damned fool" by the leaders for developing his three course school, the student will select the one reason as stated in the Saber Tooth Curriculum.

900.22 Given four statements of New-Fist's rebuttal to those who argued "Theologically" about his innovations, the student will select the one reason stated in The Saber Tooth Curriculum.

900.23 Given four statement of ways of arguing for or against change (e.g., rationalism, exorcism), the student will select the one which New-Fist first used to defend himself and his suggestions for change.

900.24 Given four typical roles in education, (e.g., teacher, principal), the student will select the one which would most likely be held by New-Fist if he were alive today.

900.25 Given four statements of how elders in New-Fist's time would react to a contemporary person who wants to know new things in order to survive in a changing situation, the student will select the one statement that best reflects the expected behavior of the elders.

900.26 Given a wide variety of resources and experiences including the text "Saber-Tooth Curriculum," the student will write an essay of an episode, real or imaginary, wherein the central personality or figure displays unwarranted obedience to symbols or rules without question or analysis. The student's essay should include the following elements:

1. The conflict over doing things versus doing "necessary" things. — 15 points

2. The conflict over doing "necessary" things versus doing "sufficient" things. — 15 points

3. The reactions by society to people who do "necessary things." — 10 points

4. The reactions of people who do necessary things to society's treatment of them (at least two of the following:) — 10 points

   a. divine insight
   b. preconceived notion
   c. children's desire to learn
   d. student's own creative alternative

5. Ways of rebutting society's reactions. (Include at least one of the following): — 10 points

   a. rationalism
   b. patriotism
   c. empiricism
   d. exorcism

6. Citing of evidence to support opinions, ideas, value judgments (use all of the following): — 25 points

   a. at least two examples from their own observation in 101 and/or 102
   b. one experience from their <u>own</u> school experiences
   c. quote(s) from <u>Saber Tooth Curriculum</u>
   d. authoritative opinion, statistics or other evidence from school sources.

7. Creative style and organization determined by the student. — 25 points

TOTAL COMPETENCY = 95 points

110 points

<u>Prerequisite</u>:

Read <u>Saber Tooth Curriculum</u> by Pediwell.

Pre-Assessment:

Test items 26, 27, 28, 29, 30 of the Module Preassessment Device.

Instructional Activities:

1. Student will participate in small group discussion of concepts presented in Saber Tooth Curriculum.
2. Students will view films "Monroe" and "Squared Education."
3. Student will listen to selected recordings relating to blind obedience and authority and discuss reactions.
4. Students will present "role play" episodes related to blind obedience to authority.

Post Assessment:

1. Multiple choice items 26, 27, 28, 29, 30, 31, 32 of Module Preassessment Device.
2. Five hundred word essay of an episode. (See essay evaluation criteria in objective 26.)

Remediation:

Recycle

Time Allocation:

weeks 4 @ 3 hrs.

Student time; 12 hrs. Prof. time; 12 hrs.

(Published in The Sword, Undergraduate Journal, Trent University Vol. III, No. 5, February, 1968)

THE STUDENT AS NIGGER

by Jerry Farber

Students are niggers. When you get that straight, our schools begin to make sense. It's more important, though, to understand why they're niggers. If we follow that question seriously enough, it will lead us past the zone of academic bullshit, where dedicated teachers pass their knowledge on to a new generation, and into the nitty-gritty of human needs and hang-ups. And from there we can go on to consider whether it might ever be possible for students to come up from slavery.

First let's see what's happening now. Let's look at the role students play in what we like to call education.

. . . into the cafeteria

At Cal State L.A., where I teach, the students have separate and unequal dining facilities. If I take them into the faculty dining room, my colleagues get uncomfortable, as though there were a bad smell. If I eat in the student cafeteria, I become known as the educational equivalent of a nigger lover. In at least one building there are even rest rooms which students may not use. At Cal State, also, there is an unwritten law barring student-faculty lovemaking. Fortunately, this antimiscegenation law, like its Southern counterpart, is not 100 percent effective.

academic Lowndes County

Students at Cal State are politically disenfranchised. They are in an academic Lowndes County. Most of them can vote in national elections - their average age is about 26 - but they have no voice in the decisions which

affect their academic lives. The students are, it is true, allowed to have a toy government run for the most part by Uncle Toms and concerned principally with trivia. The faculty and administrators decide what courses will be offered; the students get to choose their own Homecoming Queen. Occasionally when student leaders get uppity and rebellious, they're either ignored, put off with trivial concessions, or maneuvered expertly out of position.

he'll fail your ass

A student at Cal State is expected to know his place. He calls a faculty member "Sir" or "doctor" or "Professor" - and he smiles and shuffles some as he stands outside the professor's office waiting for permission to enter. The faculty tell him what courses to take (in my department, English, even electives have to be approved by a faculty member); they tell him what to read, what to write, and frequently, where to set the margins on his typewriter. They tell him what's true and what isn't. Some teachers insist that they encourage dissent but they're almost always jiving and every student knows it. Tell the man what he wants to hear or he'll fail your ass out of the course.

When a teachers says "jump," students jump. I know of one professor who refused to take up class time for exams and required students to show up for tests at 6:30 in the morning. And they did, by God! Another, at exam time, provides answer cards to be filled out- each one enclosed in a paper bag with a hole cut in the top to see through. Students stick their writing hands in the bags while taking the test. The teacher isn't a provo; I wish he were. He does it to prevent cheating. Another colleague once caught a student reading during one of his lectures and threw her book

against the wall. Still another lectures his students into a stupor and then screams at them in a rage when they fall asleep.

Just last week during the first meeting of a class, one girl got up to leave after about ten minutes had gone by. The teacher rushed over, grabbed her by the arm, saying "This class is NOT dismissed," and led her back to her seat. On the same day another teacher began by informing his class that he does not like beards, mustaches, long hair on boys, or capri pants on girls, and will not tolerate any of that in his class. The class, incidentally, consisted mostly of high school teachers.

lobotomized

Even more discourgaing than this Auschwitz approach to education is the fact that the students take it. They haven't gone through twelve years of public school for nothing. They've learned one thing and perhaps only one thing during those twelve years. They've forgotten their algebra. They're hopelessly vague about chemistry and physics. They've grown to fear and resent literature. They write like they've been lobotomized. But, Jesus, can they follow orders! Freshmen come up to me with an essay and ask if I want it folded, and whether their name should be in the upper right hand corner. And I want to cry and kiss them and caress their poor tortured heads.

two truths

Students don't ask that orders make sense. They give up expecting things to make sense long before they leave elementary school. Things are true because the teacher says they're true. At a very early age we all learn to

accept "two truths," as did certain medieval churchmen. Outside of class, things are true to your tongue, your fingers, your stomach, your heart. Inside class, things are true by reason of authority. And that's just fine because you don't care anyway. Miss Wiedemeyer tells you a noun is a person, place, or thing. So let it be. You don't give a rat's ass; she doesn't give a rat's ass.

The important thing is to please her. Back in kindergarten you found out that teachers only love children who stand in nice straight lines. And that's where it's been at ever since. Nothing changes except to get worse. School becomes more and more obviously a prison. Last year I spoke to a student assembly at Manual Arts High School and then couldn't get out of the god-damn school. I mean there was NO WAY OUT. Locked doors. High fences. One of the inmates was trying to make it over a fence when he saw me coming and froze in panic. For a moment I expected sirens, a rattle of bullets, and him clawing the fence.

no spades in pointy shoes

Then there's the infamous "code of dress." In some high schools, if your skirt is too short, you have to kneel before the principal, in a brief allegory of fellatio. If the hem doesn't reach the floor, you go home to change. Boys in high school can't be too sloppy and they can't even be too sharp. You'd think the school board would be delighted to see all the spades trooping to school in pointy shoes, suits, ties, and stingy brims. Uh-uh. They're too visible.

What school amounts to, then, for white and black kids alike, is a 12-year course in how to be slaves. What else could explain what I see in a

freshmen class? They've got that slave mentality; obliging and ingratiating on the surface, but hostile and resistent underneath.

As do black slaves, students vary in their awareness of what's going on. Some recognize their own put-on for what it is and even let their rebellion break through to the surface now and then. Others - including most of the "good students" - have been more deeply brainwashed. They swallow the bullshit with greedy mouths. They honest-to-God believe in grades, in busy work, in General Education requirements. They're pathetically eager to be pushed around. They're like those old grey-headed house niggers you can still find in the South who don't see what all the fuss is about because Mr. Charlie "treats us real good."

College entrance requirements tend to favor the Toms and screen out the rebels. Not entirely, of course. Some students at Cal State L.A. are expert con artists who know perfectly well what's happening. They want the degree or the 2-S and spend their years on the old plantation alternately laughing and cursing as they play the game. If their egos are strong enough, they cheat a lot. And, of course, even the Toms are angry deep down somewhere. But it comes out in passive rather than active aggression. They're unexplainably thickwitted and subject to frequent spells of laziness. They misread simple questions. They spend their nights mechanically outlining history chapters while meticuously failing to comprehend a word of what's in front of them.

fresh pimples

The saddest cases among both black slaves and student slaves are the ones who have so thoroughly introjected their master's values that their

anger is all turned inward. At Cal State these are the kids for whom every low grade is torture, who stammer and shake when they speak to a professor, who go through an emotional crisis every time they're called upon during class. You can recognize them easily at finals time. Their faces are festooned with fresh pimples; their bowels boil audibly across the room. If there really is a Last Judgment, then the parents and teachers who created these wrecks are going to burn in hell.

So students are niggers. It's time to find out why, and to do this we have to take a long look at Mr. Charlie.

The teachers I know best are college professors. Outside the classroom and taken as a group, their most striking characteristic is timidity. They're short on balls.

Just look at their working conditions. At a time when even migrant workers have begun to fight and win, college professors are still afraid to make more than a token effort to improve their pitiful economic status. In California state colleges the faculties are screwed regularly and vigorously by the Governor and Legislature and yet they still won't offer any solid resistance. They lie flat on their stomachs with their pants down, mumbling catch phrases like "professional dignity" and "meaningful dialogue."

a cattle stampede

Professors were no different when I wan an undergraduate at UCLA during the McCarthy era; it was a cattle stampede as they rushed to cop out. And in more recent years, I found that my being arrested in sit-ins brought from my colleagues not so much approval or condemnation as open-mouthed astonishment. "You could lose your job."

Now, of course, there's the Vietnamese war. It gets some opposition from a few teachers. Some support it. But a vast number of professors who know perfectly well what's happening, are copping out again. And in the high schools, you can forget it. Stillness reigns.

I'm not sure why teachers are so chickenshit. It could be that academic training itself forces a split between thought and action. It might also be that the tenured security of a teaching job attracts timid persons and, furthermore, that teaching, like police work, pulls in persons who are unsure of themselves and need weapons and the other external trappings of authority.

short on balls

At any rate teachers ARE short on balls. And, as Judy Eisenstein has eloquently pointed out, the classroom offers an artificial and protected environment, in which they can exercise their will to power. Your neighbors may drive a better car; gas station attendants may intimidate you; your wife may dominate you; the State Legislature may shit on you; but in the classroom, by God, students do what you say - or else. The grade is a hell of a weapon. It may not rest on your hip, potent and rigid like a cop's gun, but in the long run it's more powerful. At your personal whim - any time you choose - you can keep 35 students up for nights and have the pleasure of seeing them walk into the classroom pasty-faced and red-eyed carrying a sheaf of typewritten pages, with title page, MLA footnotes and margins set at 15 and 91.

The general timidity which causes teachers to make niggers of their students usually includes a more specific fear - fear of the students themselves. After all, students are different, just like black people.

You stand exposed in front of them, knowing that their interests, their values and their language are different from yours. To make matters worse, you may suspect that you yourself are not the most engaging of persons. What then can protect you from their ridicule and scorn? Respect for authority. That's what. It's the policeman's gun again. The white bwana's pith helmet. So you flaunt that authority. You wither whispers with a murderous glance. You crush objectors with erudition and heavy irony. And, worst of all, you make your own attainments seem not accessible but awesomely remote. You conceal your massive ignorance - and parade a slender learning.

killing literature

The teacher's fear is mixed with an understandable need to be admired and to feel superior - a need which also makes him cling to his "white supremacy." Ideally, a teacher should minimize the distance between himself and his students. He should encourage them not to need him - eventually or even immediately. But this is rarely the case. Teachers make themselves high priests of arcane mysteries. They become masters of mumbo-jumbo. Even a more or less conscientious teacher may be torn between the need to give and the need to hold back, between the desire to free his students and the desire to hold them in bondage to him. I can find no other explanation that accounts for the way my own subject, literature, is generally taught. Literature, which ought to be a source of joy, solace and enlightenment, often becomes in the classroom nothing more than a source of anxiety - at best an arena for expertise, a ledger book for the ego. Literature teachers, often afraid to join a real union, nonetheless may practice the worst kind of trade-unionism in the classroom; they do to literature what Beckmesser does to song in Wagner's "Meistersinger." The avowed purpose of English departments is to teach literature; too often their real function is to kill it.

schooltime castration

Finally, there's the darkest reason of all for the master-slave approach to education. The less trained and the less socialized a person is, the more he constitutes a sexual threat and the more he will be subjugated by institutions, such as penitentiaries and schools. Many of us are aware by now of the sexual neurosis which makes white man so fearful of integrated schools and neighborhoods, and which make the castration of Negroes a deeply entrenched Southern folkway. We should recognize a similar pattern in education. There is a kind of castration that goes on in schools. It begins before school years with parents' first encroachment on their children's free unashamed sexuality and continues right up to the day when they hand you your doctoral diploma with a bleeding, shriveled pair of testicles stapled to the parchment. It's not that sexuality has no place in the classroom. You'll find it there but only in certain perverted and vitiated forms.

How does sex show up in schools? First of all, there's the sado masochistic relationship between teachers and students. That's plenty sexual, although the price of enjoying it is to be unaware of what's happening. In walks the teacher in his Ivy League equivalent of a motorcycle jacket. In walks the teacher - a kind of intellectual rough trade - and flogs his students with grades, tests, sarcasm and snotty superiority until their very brains are bleeding. In Swinburne's England, the whipped school boy frequently grew up to be a flagellant. With us the perversion is intellectual but it's no less perverse.

properly administered sex

Sex also shows up in the classroom as academic subject matter - sanitized and abstracted, thoroughly divorced from feeling. You get

"sex education" now in both high school and college classes; everyone determined not to be embarrassed, to be very up to date, very contempo. These are the classes for which sex, as Feiffer puts it, "can be a beautiful thing if properly administered." And then, of course, there's still another depressing manifestation of sex in the classroom: the "off-color" teacher who keeps his class awake with sniggering sexual allusions, obscene titters and academic inuendo. The sexuality he purveys, it must be admitted, is at least better than none at all.

What's missing from kindergarten to graduate school, is honest recognition of what's actually happening. It's not that sex needs to be pushed in school, sex is pushed enough. But we should let it be, where it is and like it is. As things stand now, students are psychially castrated or sprayed - and for the very same reason that black men are castrated in Georgia; because they're a threat.

a whole lot of niggers

So you can add sexual repression to the list of causes, along with vanity, fear and will to power, that turn the teacher into Mr. Charlie. You might also want to keep in mind that he was a nigger once himself and has never really gotten over it. And there are more causes, some of which are better described in sociological than in psychological terms. Work them out, it's not hard. But in the meantime what we've got on our hands is a whole lot of niggers. And what makes this particularly grim is that the student has less chance than the black man of getting out of his bag. Because the student doesn't even know he's in it. That, more or less, is what's happening in higher education. And the results are staggering.

For one thing damn little education takes place in the schools. How could it? You can't educate slaves; you can only train them. Or, to use an even uglier and more timely word, you can only program them.

I like to folk dance. Like other novices, I've gone to the Intersection or to the Museum and laid out good money in order to learn how to dance. No grades, no prerequisites, no separate dining rooms; they just turn you on to dancing. That's education. Now look at what happens in college. A friend of mine, Milt, recently finished a folk dance class. For his final he had to learn things like this: "The Irish are known for their wit and imagination, qualities reflected in their dances, which include the jig, the reel, and hornpipe." And then the teacher graded him A,B,C,D, or F, while he danced in front of her. That's not education. That's not even training. That's an abomination on the face of the earth. It's especially ironic because Milt took that dance class trying to get out of the academic rut. He took crafts for the same reason. Great, right? Get your hands in some clay? Make something? Then the teacher announced that a 20-page term paper would be required - with footnotes.

At my school we even grade people on how they read poetry. That's like grading people on how they fuck. But we do it. In fact, God help me, I'm the Adolph Eichmann of English 333. Simon Legree on the poetry plantation. "Tote that iamb! Lift that spondee!" Even to discuss a good poem in that environment is potentially dangerous because the very classroom is contaminated. As hard as I may try to turn students on to poetry, I know that the desks, the tests, the IBM cards, their own attitudes toward school and my own residue of UCLA method are turning them off.

And the result of student slavery is equally serious. Students don't get emancipated when they graduate. As a matter of fact, we don't let them

graduate until they've demonstrated their willingness - over 16 years - to remain slave. And for important jobs, like teaching, we make them go through more years just to make sure. What I'm getting at is that we're all more or less niggers and slaves, teachers and students alike. This is a fact you want to start with in trying to understand wider school phenonema, say politics, in our country and in other countries.

Educational oppression is trickier to fight than racial oppression. If you're a black rebel, they can't exile you; they either have to intimidate you or kill you. But in high school or college thay can just bounce you out of the fold. And they do.

Rebel students and renegade faculty members get smothered or shot down with devastating accuracy. In high school, it's usually the student who gets it; in college it's more often the teacher. Others get tired of fighting and voluntarily leave the system. This may be a mistake though. Dropping out of college for a rebel is a little like going North for a Negro. You can't really get away from it so you might as well stay and raise hell.

How do you raise hell? That's a whole other article. But just for a start, why not stay with the analogy? What have black people done? They have, first of all, faced the fact of their slavery. They've stopped kidding themselves about an eventual reward in that Great Watermelon Patch in the sky. They've organized; they've decided to get freedom now, and they've started taking it.

Students like black people, have immense unused power. They could, theoretically, insist on participating in their own education. They could make academic freedom bilateral. They could teach their teachers to thrive on love and admiration, rather than fear and respect, and to lay down on love and admiration, rather than fear and respect, and to lay down their weapons. Students could discover community. And they could learn to dance by dancing

on the IBM cards. They could make coloring books out of the catalogues and they could put the grading system in a museum. They could raze one set of walls and let life come blowing into the classroom. They could raze another set of walls and let education flow out and flood the streets. They could turn the classroom into where it's at - a "field of action" as Peter Marin describes it. And believe it or not, they could study eagerly and learn prodigiously for the best of all possible reasons - their own reasons.

They could. Theoretically. They have the power. But only in a very few places, like Berkeley, have they begun to think about using it. For students, as for black people, the hardest battle isn't with Mr. Charlie. It's with what Mr. Charlie has done to your mind.

INQUIRY AND EDUCATION

VALUES IN MUSIC

Topic:

Blind Obedience to Authority

"Tradition" S. Harnick and J. Bock (Herschel Bernardi)

The old country: here's a horsecart, there's a woodstove
Here people work, and struggle, and starve a little,
Get sick . . . and get maried . . . and give birth . . . and raise
children . . . and fight with each other . . . and laugh . . . and cry . . .
and live and die.
They're tough people -- they have to be.
It's a tough life. But one thing holds them together;
makes them a community.
Tradition.

Who day and night must scramble for a living
Feed a wife and children, say his daily prayers?
And who has the right as master of the
house to have the final word at home?
The Papa. The Papa. Tradition!
The Papa. The Papa.
Tradition!

Who must know the way to make a proper
home, a quiet home, a Kosher home?
Who must raise a family and run the home
So Papa's free to read the Holy Book?
The Mama. The Mama. Tradition!
The Mama. The Mama.
Tradition!

At three he goes to Hebrew school,
At ten he learns a trade
When Papa picks a bride for him
he hopes she's pretty
The son. The son. Tradition!
The son. The son.
Tradition!

And who does Mama teach
to mend and tend and fix,
preparing her to marry
whoever Papa picks?
The daughter. The daughter. Tradition!
The daughter . . . the Mama . . . the son . . . the Papa . . .
Tradition!

"The Great Mandella (The Wheel of Life)" Peter Yarrow

So I told him that he'd better shut his mouth
and do his job like a man.
And he answered, "Listen, father, I will
never kill another
He thinks he's better than his brother that died.
What the hell does he think he is doing
to his father who brought him up right?

Chorus: Take your place on the Great Mandella
as it moves through your brief moment of time.
Win or lose now, you must choose now;
and if you lose You're only losing your life.
You're only losing your life.
You've only wasted you life.

Tell the jailer not to bother with his meal
of bread and water today.
He is fasting till the killing's over.
He's a martyr, he thinks he's a prophet,
but he's a coward . . . he's just playing a game.
He can't do it, he can't change things;
it's been going on for ten thousand years.

Chorus

Tell the people they are safe now;
hunger stopped him, he lies still in his cell.
Death has gagged his accusation.
We are free now, we can kill now, we can
hate now . . . now we can end the world.
We're not guilty, he was crazy; and it's
been going on for ten thousand years.

Chorus

"Conscientious Objector" Edna St. Vincent Millay (Mary Travers)

I shall die, but that is all that I shall do for Death.

I hear him leading his horse out of the stall; I hear
the clatter on the barn floor.
He is in haste; he has business in Cuba, business in
the Balkans, many calls to make this morning.
But I will not hold the bridle while he circles the girth.
And he may mount by himself: I will not give him a leg up.

Though he flick my shoulders with his whip I will
not tell him which way the fox ran.
With his hoof on my breast, I will not tell him where
the black boy hides in the swamp.
I shall die, but that is all that I shall do for Death;
I am not on his pay-roll.

I will not tell him the whereabouts of my friends
nor of my enemies either.
Though he promise me much I will not map him
the route to any man's door.
Am I a spy in the land of the living that I should
deliver men to Death?

Brother, the password and the plans of our city are
safe with me; never through me
Shall you be overcome.

I shall die, but that is all that I shall do for Death.

"But I Might Die Tonight" Cat Stevens

I don't want to work away, doing just what they all say, "Work hard boy and you'll find, one day you'll have a job like mine." 'Cause I know for sure nobody should be that poor. To say yes or sink low, because you happen to say so, say so, you say so. I don't want to work away, doing just what they all say, "work hard boy and you'll find, one day you'll have a job like mine, job like mine, a job like mine. Be wise, look ahead, use your eyes," he said, "be straight think right." But I might die tonight!

"Song of Bangladesh" **Joan Baez**

Chorus:
Bangladesh, Bangladesh, Bangladesh, Bangladesh
When the sun sinks in the west
Die a million people of the Bangladesh

The story of Bangladesh
Is an ancient one again made fresh
By blind men who carry out commands
Which flow out of the laws upon which nations stand
Which say to sacrifice a people for a land.

Chorus

Once again we stand aside
And watch the families crucified
See a teenage mother's vacant eyes
As she watches her feeble baby try
To fight the monsoon rains
And the cholera flies.
And the students at the university
Asleep at night quite peacefully
The soldiers came and shot them in their beds
And terror took the dorm awakening shrieks of dread
And the silent frozen forms and pillows drenched in red.

Chorus

Did you read about the army officer's plea
For donors' blood - it was given willingly
By boys who took the needle in their veins
And from their bodies every drop of blood was drained
No time to comprehend and there was little pain.
And so the story of Bangladesh
Is an ancient one again made fresh
By all who carry out commands
Which flows out of the laws upon which nations stand
Which say to sacrifice a people for a land.

"Requiem for the Masses" **The Association**

Requiem aeternam, Requiem aeternam

Mama, mama, forget your pies
Have faith they won't get cold
And turn your eyes to the bloodshot sky
Your flag is flying full

At half mast, for the matadors
Who turned their backs to please the crowd
And all fell before the bull.

Red was the color of his blood flowing then
Palled white was the color of his lifeless skin
Blue was the color of the morning sky
He saw looking up from the ground where he died
It was the last thing ever seen by him.

Kyrie Eleison

Mama, mama, forget your pies
Have faith they won't get cold
And turn your eyes to the bloodshot sky
Your flag is flying full

At half mast, for the matadors
Who turned their backs to please the crowd
And all fell before the bull

Black and white were the figures that recorded him
Black and white was the newsprint he was mentioned in
Black and white was the question that so bothered him
He never asked, he was taught not to ask
But was on his lips as they buried him.
Rex tremendae majestatis
Requiem aeternam, Requiem aeternam

C.D.P. Module X

Rationale:

Beyond knowing the tasks of the teacher it is necessary to explore how one feels when performing the tasks.

Objective:

900.27 Given a wide variety of student selected resource and the readings in the text, student groups (no less than 10 people) will plan and act out a 10-20 minute presentation dealing with "alienation."

(a)	create their own example of concepts dealing with alienation.	30 points
(b)	exhibit interactive dialogue with all players.	40 points
(c)	demonstrate through dialogue some emotive behavior (humor, pathos, anger, indifference, etc.)	60 points
(d)	conduct a post evaluative dialogue with the audience.	30 points

TOTAL COMPETENCY = 140 points

160 points

900.28 Given a definition of the "living curriculum" and four alternative statements of how curriculum can be viewed if the definition is correct, the student will select the one statement that is the most logical conclusion given the definition of the "living curriculum."

900.29 Given four statements of roles in a school situation (e.g., teacher, students), the student will select the one statement that is most likely to be the motivating force in bringing a curriculum to life.

900.30 Given the statement that "criticism of an argument stands independent and separate from criticizing the person who made the argument," and given a statement about a relationship among content, method, and teacher personality, the student will select from four alternatives conclusions that can be made about the given statements above the one conclusion that can logically be drawn from the two statements.

Prerequisite:

Read - Text - Soft Revolution, Education for Alienation, read handouts.

Pre-Assessment:

Module Pretest items: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. 21, 22, 23, 24, 25.

Instructional Activities:

1. Small group discussion-related to production of presentation.
2. Students will act out an episode dealing with the concepts of "alienation" or "educational myths."
3. Group discussion-related to evaluation of presentation.
4. Group discussion related to concepts of alienation.
5. Analysis of popular songs and philosophical essays related to alienation, education, mythologies and current topics.

Post Assessment:

Module Pretest items 1 thru 10. Presentation Rating Scale Scores based on criteria listed in objective.

Remediation:

Recycle.

Time Allocation:

Student Time; 9 hrs. Prof. Time; 9 hrs.

Pre-test for Concept of Values

Directions: Define these words and phrases in a sentence or two.

1. Vines
2. Hog
3. "Leanin'"
4. Made my nose wide. . .
5. Ace boon coon
6. Deuce-and-a-quarter
7. Bulljive
8. The "dozens"
9. Kike
10. Sheenie
11. Mick
12. Spick
13. Dago
14. Boot
15. Splib
16. "ashy"
17. Laid out in. . .
18. Do (dew) band (rag)
19. Conked
20. Settled out. . .
21. Skin popper
22. Horse
23. Mary Jane
24. Coke
25. "O.D.'d"
26. La Raza
27. Chicano
28. Anglo
29. Pachuco
30. Gringo
31. The "stream"
32. Schmatah
33. Schlamiel
34. Schnook
35. Tio Taco
36. Honky Bob
37. Sittin' on your money-maker
38. The M. & L.
39. Goniff
40. W.A.S.P.

The Year the Schools Began Teaching
the Telephone Directory
Harmin & Simon
Harvard Educational Review - Summer 1965

No one quite knew what had been the motivating factor. It seemed unlikely that the Council for Basic Education was behind it. Sputnik itself seemed a long way off. Some harsh critics, seeking a scapegoat, suspected the Telephone Company, but upon closer examination it was clear that they might have had as much to lose as they would to gain.

No, it was the superintendent's decision, and no apparent pressure group seemed to have motivated it. The memorandum went out on March 18th. It was simple and to the point.

Beginning with the Fall term, all 7th grade classes will be held responsible for learning the contents of our local telephone directory. Each teacher, working in cooperation with his or her immediate supervisor, will evolve the methods and procedures necessary to effect an efficient and appropriate achievement of the above-stated goal.

You can imagine the buzzing which went on in the men's faculty room. Some said that the memo was a first step towards a merit pay plan. Others were convinced that it had something to do with Admiral Rickover. An intellectual blamed it on that "Bruner guy." In the women teachers' room there was a more sedate but none the less bitter inquiry. "Just what is the old boy up to now?" Do you think there will be a system-wide test?" "I wonder if any company has brought out review books yet?"

Labor Day with its sad, fond farewell to the summer came and went. School was off and roaring. Most of the teachers weren't settled enough to give the students the telephone directories until the second day of class, but out they came and then it began, usually with some motivation such as this:

"Boys and girls. We are going to have an exciting new unit this term. As a way of studying our city, we're going through this amazing collection of information which tells us about the melting pot our city has been."

One teacher said, "There will be an examination on this material in February, so you'd better learn it."

Another approached it with, "You wouldn't want to hurt my feelings by not memorizing these few names and numbers, would you, children?"

Students dutifully received their directories, wrote their names on the labels, and tactfully checked off the condition, "New." Feeling deeply his professional responsibilities, almost every teacher reminded his class that the books would be rechecked in February to see that no pages had been written upon or in any other way disfigured.

Miss Clark, a not atypical telephone directory teacher, was heard to say: "Now boys and girls, let us look over our new textbooks. You will

notice that it has a logical organization. It is arranged by the alphabet, as it were, and that's why they don't have a table of contents or an index. Although there are no illustrations in the part of the book we will be concerned with, you can always turn to the yellow pages for a picture or two. I've always enjoyed the listings for exterminators and moving vans. How about you?"

The students were quickly caught up in the enthusiasm the teachers projected and they pounced fiercely upon the new textbooks. Many looked at their teachers with new respect and admiration, for indeed the textbooks were arranged by the alphabet. Ah, to have education and wisdom. It was then that Miss Clark wrote on the board, in clear, Palmer-method letters: "Tonight's assignment. Read and memorize the A's."

Most of the students dragged home the telephone directories and after a short scrap with mothers about the t.v.-watching policy of the new term, they sat down to the evening's work. Read and memorize the A's. It was hard going, but this is not an easy world. Teachers, parents and students agreed that school needed to be more rigorous. Nothing comes easily, the students have been told, year after year. So they read and they memorized.

Morning came and the 7th graders filed into their respective classes. "Good morning, boys and girls," greeted our typical telephone directory teacher. "Did you do your homework last night?" (Not wishing to dampen the ardor of the learning, she decided against a surprise quiz on this, the first morning of the unit. After all, an understanding of early adolescent behavior had been part of her background.)

"All right students, let's begin. What is Gregory Arnold's phone number?"

A hush fell over the room, but almost instantly, three hands shot up.

"Eloise," the teacher said.

Eloise answered, her voice more questioning than answering, "Tr 8-9754."

"Very good, Eloise," the teacher said, "but please, class, let's use the full name of the exchange. Digital dialing is not completely with us yet. Let's say, Triumph 8-9754. Next, class, tell us who lives at 174 N. Maple Street?"

Almost all of the hands went up. The teacher smiled benevolently. She had asked them an easy one, thrown out to give everyone a little feeling of success. It was the address of Mr. Appleby, the principal, and almost everyone knew about the old mansion he lived in. The teacher, always striving to provide for individual differences, called on the slowest learner in the class and he gave the right answer. Everyone felt warm and good.

"Now boys and girls, we'll take up a little more difficult topic. Whose number is Wentworth 4-7312?" Panic spread through the class. No one seemed

to know. Could she have slipped in a number from the B's? Finally after the silence seemed unbearable, one hand, timidly, climbed towards the ceiling.

"Yes, Henry?" the teacher asked.

"I'm not sure, Miss Clark, but is it Frank Abelard?"

"Now Henry, I'm asking the questions. Do you know or don't you? Do you wish us to count 'Frank Abelard' as your answer?"

Was she supporting now, giving a hint that Frank Abelard was, indeed, the correct answer? Henry wasn't sure. It was difficult to figure Miss Clark sometimes.

"Well," he said, "I guess I'm not sure."

"But, Henry," she said, "You were right! It was Frank Abelard. You must have more confidence in yourself. Confidence is the substance of maturity. Right? Now, the next question. What is the name of the home appliance repair company on Front Street?" One hand went up instantly and the teacher was taken a bit aback. "Yes, Gloria, do you know the answer?"

"I certainly do. That's my father, Miss Clark."

"That's all very nice, Gloria, but we're here to find out if you did the assignment or not, so I think I had better you give you another question. What is the phone number of the American Bar Association?"

A wave of laughter quickly spread through the group. Most of them knew, but Miss Clark didn't, that very often Gloria's father was not available to fix a reluctant washing machine because he just happened to be in a bar, but usually not the American one. Gloria didn't answer, she just blushed, and Miss Clark, said, "Now Gloria, you'll just have to your work more conscientiously. This is a difficult unit and I want our class to do well on the finals. You're just going to have to work harder, Gloria, and that goes for the rest of you as well."

The hand of a boy named Edward went up from the back row. "Miss Clark, can I ask you a question?"

"Now, now Edward," Miss Clark said, "Time is running out and we have all of those A's to cover this period. Please save your question. Later, perhaps, in February we can take it up. Back to our work, class. Which big industrial company in our town has two phone numbers?"

And so it went. Through the B's and through the C's. The students (many of them) studied and the teachers (all of them) cross-examined. After the D's there was increasing anxiety in the air as teachers began to have quizzes. But everyone seemed to know that it was the big-marking period test which was to count the most. That was the time for nerves! Miss Clark was one teacher who did place equal emphasis upon quizzes and tests, and so, of course, anxiety in her room was at a more constant level.

Many questions were raised in the school and in the community about this new seventh-grade curriculum. It wasn't long, however, before a united front of teachers, principals and the superintendent, worked out, in more or less trial-and-error fashion, a set of answers that became quite standard. Soon no one bothered to ask the questions any longer, for the answers had become predictable. For the historically-minded, here is a sample of the more pesky questions.

Q. Why learn the telephone book?
A. It develops good study habits which will be necessary in college and it trains the student to concentrate and apply himself, qualities which are useful in adult life. Among other things, disciplined adults are what we want.

Q. Won't they just forget the information after the tests?
A. The less bright student will most likely forget a lot. However, we intend to have regular reviews in later grades and consequently the retention curve will hold fairly satisfactorily.

Q. Why work so hard learning the telephone book when the directories are so handy when you actually need one?
A. After all, this could be said about any subject we teach. If we want our people to look up information when they need it, why teach anything? Furthermore, life is hard and the sooner our students learn this the better off they will be.

There were, of course, some students who did not concentrate enough to learn the phone book. It is not easy to run a school. There are slow learners in every community. These students were identified and plans were made to place them in special remedial classes the following term, classes which would work mainly on the yellow pages. The color, illustrations, greater interest value, and reduced amount of material were expected to result in success for all but the fundamentally bad or lazy. Some children, it was readily acknowledged, just wouldn't learn no matter what a school did.

Back in the classrooms it was letter after letter until the word was out that there would be a system-wide mid-term examination on A through M. Oh, the cram sessions which were organized by eager mothers, the withheld allowances which were used as bludgeons, the diligent studying which went on! Never before did so many telephone numbers, addresses and names get committed to so many memories.

Some boy students in the group spent their hours making small strips of answers which taped to their shins and which were read later by slowly lifting their trouser legs. Some girls wrote their answers upon flat throat lozenges. A few did nothing; they were non-motivated and didn't seem to care to become other than non-motivated. The only numbers they could get even a little excited about were the ones they phoned regularly themselves.

On the day of the test there were the usual amount of absences due to nervous stomachs. The teachers grudgingly set aside time for make-up exams,

vowing to make them harder than the regular exams, "otherwise, everyone will want to wait for the make-up test." So the test was given, the papers marked, the grades carefully recorded in the appropriate grade books, and the teaching routine resumed.

But Miss Clark became increasingly uneasy. She was getting weary of asking, "Who lives at so-and-so? Whose number is such-and-such?" Dull days. Slowly, the rich memories of her undergraduate days in education courses came back. She sifted through the jargon and searched for ideas. . .

The next Monday it was a new Miss Clark. The change rippled through the rows with electrifying results. Miss Clark had gone "progressive." For one thing, she organized a field trip. She and her class went off on a long walk to look upon some of the houses in the "M's". It was difficult to plan, but Miss Clark felt that at least she was doing something worthwhile. Then she came up with the idea of inviting a guest speaker to come to class and talk about the P's. She obtained a film strip on the R's, but it turned out to be about the "Three R's" and she couldn't use it. She attempted to organize committee work on the T's but the committee could find nothing to do, so she had to scrap that idea. Miss Clark programmed the U's and this helped some. They had a bulletin board display on the V's- "Victory Lunch" and "Veteran's Taxi Cab Service." She did role playing on the W's, had a discussion debate on the X's, and then, with that handsome Mr. Brown in room 107, she did team teaching on the Y's.

By the time the Z's were reached, she was worrying about transfer of training. Would they really know how to use their knowledge? And, then, she had had no "correlated motor behavior training," as they sometimes called it in college. So Miss Clark's class spent two whole days, courtesy of the public relations department of the phone company, practicing dialing the numbers that they had learned (on eighteen telephones of various colors and shapes). It was noisy, and difficult to supervise, even though the students were carefully grouped, sociometrically, but Miss Clark was willing to risk a little to be a good teacher.

Finally, this too had to end. The final exam was a mere six weeks away. So, in Miss Clark's class, as well as in all the others, thirty days were spent in review for the "Big Test."

Review was no fun for anyone. The first week of June came with sweetness of summer air. The girls in their barearmed summer dresses flitted in and out of the classrooms while the boys seemed slower than ever. Finally, the test was taken, the papers marked and the term was over. A sense of heavy relief settled upon Miss Clark and all the others. The teachers gathered in the telephone directories, properly disciplined those who had written in their books, and stacked the directories in piles of eager readiness. September was not far away.

Miss Clark felt strangely tired. It wasn't that she had really worked harder this term. The feeling of being drained came from something else. Exactly what she wasn't sure and as she walked to her mailbox she was pondering this problem. There was a blue slip of paper in her mailbox among the more routine notices. It was a memo from the superintendent.

The success of the telephone directory project initiated by this office has earned the well-deserved respect and admiration of the entire community. The rigorous efforts you and your students have made have not gone unnoticed. Certain thoughtful groups of concerned citizens within our district have urged this office to give this project the nation-wide publicity it deserves and also to move the content down further into the elementary school. We agree with those critics who say that we are long over-due in our efforts to reform the softness of elementary curriculum.

Consequently, we are assigning to the 5th grade the community's telephone directory. Out of appreciation to those faculty members among our 7th grades who gave so much to our pioneer effort in this content area, we are assigning 7th grade teachers the exciting task of teaching the telephone directory of our State Capitol. The 6th grades, to make the study complete, will combine their study of French with at least one unit on various sections of Paris, France telehpone directory. This dependent upon whether or not we can obtain government or foundation assistance to purchase the suitable directories, however.

You will hear more in September. Have a most pleasant summer.

The blue sheet slipped from Miss Clark's hand and floated to the floor, but she seemed not to notice.

INQUIRY AND EDUCATION

VALUES IN MUSIC

Topic:

ALIENATION

"I'm In Love With A Big Blue Frog" Peter, Paul and Mary

I'm in love with a big blue frog.
A big blue frog loves me.
It's not as bad as it appears.
He wears glasses and he's six-foot-three.
Well I'm not worried about our kids.
I know they'll turn out neat.
They'll be great looking 'cause they'll have my face.
Great swimmers 'cause they'll have his feet.
Well I'm in love with a big blue frog.
A big blue frog loves me.
He's not as bad as he appears.
He's got rhythm and a Ph. D.
Well I know we can make things work.
He's got good family since,
His mother was a frog from Philadelphia.
His daddy an enchanted prince.
The neighbors are against it and its' clear to me
And it's probably clear to you.
They think value on their property will go right down
If the family next door is blue.
Well I'm in love with a big blue frog.
A big blue fron loves me.
I've got it tatooed on my chest.
It says PHROG
PHROG.

"Mississippi Goddam" Nina Simone

The name of this tune is Mississippi Goddam
And I mean every word of it:

Chorus:
Alabama's got me so upset
Tennessee made me lose my rest
And everybody knows about Mississippi Goddam.

Chorus (repeat)

Can't ya' see it? Can't ya' feel it? It's all in the air. I can't stand the pressure much longer. Somebody say a prayer.

Chorus

(This is a show tune but the show hasn't been written for it yet).

Houndogs on my trail, school children sittin' in jail, Black cat cross my path
I think every day's gonna be my last.

Lord, have mercy on this land of mine
We all gonna' get it in due time
I don't belong here, I don't belong there
I've even stopped believin' in prayer.

Don't tell me, I'll tell you
Me and my people just about due
I've been there so I know
Keep on sayin': "Go slow."

But that's just the trouble. (Too slow).
Washin' the windows. (Too slow).
Pickin'the cotton. (Too slow).
You're just plain rotten. (Too slow).
You're too damn lazy. (Too slow).

Thinkin's crazy! Where am I goin'?
What am I doin'? I don't know. I don't know.
Try to do your very best. Stand up,
be counted with all the rest.
For everybody knows about Mississippi Goddam!

Picket lines, school boycotts. They try to say it's a Communist plot.
All I want is equality, for my sister, my brother, my people, and me.

Yes. You lied to me all these years.
You told me to wash and clean my ears.
And talk real fine-just like a lady
And you'd stop callin' me "Sister Sadie."

"Mississippi Goddam"
continued

Oh but this whole country's full of lies
You all gonna'die and die like flies.
I don't trust you anymore.
Keep on saying: "Go slow. Go slow."

But that's just the trouble. (Too slow).
Desegregation (Too slow).
Mass participation (Too slow).
Unification. (Too slow).
Do things gradually. (Too slow).
Will bring more tradegy.

Why don't you see it?
Why don't you feel it?
I don't know. I don't know.

You don't have to live next to me.
Just give me my equality.

Everybody knows about Mississippi...
Everybody knows about Alabama....
Everybody knows about Mississippi Goddam!

"The Boxer" Simon and Garfunkel

I am just a poor boy.
Though my story's seldom told,
I have squandered my resistance
For a pocketful of mumbles,
Such are promises
All lies and jest
Still, a man hears what he wants to hear
And disregards the rest.
When I left my home
And my family,
I was no more than a boy
In the company of strangers
In the quiet of the railway station,
Running scared,
Laying low,
Seeking out the poorer quarters
Where the ragged people go,
Looking for the places
Only they would know.
Lie-la-lie-...
Asking only workman's wages
I came looking for a job,
But I get no offers,
Just a come-on from the whores
On Seventh Avenue
I do declare,
There were times when I was so lonesome
I took some comfort there
Lie-la-lie...
Then I'm laying out my winter clothes
And wishing I was gone,
Going home
Where the New York City winters
Aren't bleeding me,
Leading me,
Going home.
In the clearing stands a boxer,
And a fighter by his trade
And he carries the reminders
Of ev'ry glove that laid him down
And cut him till he cried out
In his anger and his shame,
"I am leaving, I am leaving."
But this fighter still remains
Lie-la-lie-...

"Dead End Street" Lou Rawls

1. Monologue

2. They say this is a big rich town
But I live in the poorest part.
I know I'm on a dead end street
In a city without a heart.
I learned to fight before I was six
Was the only way I could get along.
When you're raised on a dead end street
You gotta be tough and strong.
All the guys I know are getting in trouble.
That's how its always been.
When the odds are all against you
How can you win?
I'm gonna push my way out of here.
Eventhough I can't say when.
But I'm gonna get off of this dead end street
And I ain't never gonna come back again.
Never.
I'm gonna push my way out of here
Eventhough I can't way when.
But I'm gonna get off of this dead end street
And I ain't gonna never come back again.
No, No, No.
I ain't gonna come back to this dead end street no more.
No, cause I'm gonna save my dough.
Get away from here.
I ain't gonna come back no more.
I'm tired of a dead end street.
I want to get out in the world and learn something.
Tired of breaking my back.
I want to start using my mind.

"Father and Son" Cat Stevens

F - It's not time to make a change, just relax take it easy, you're still young, that's your fault there's so much you have to know. Find a girl settle down, If you want you can marry look at me, I am old but I'm happy.
I was once like you are now, and I know that it's not easy to be calm when you've found something going on, but take your time, think a lot, why think of everything you've got, For you will still be here tomorrow but your dreams may not.

S - How can I try to explain, 'cause when I do he turns away again, It's always been the same same old story. From the moment I could talk I was ordered to listen, now there's a way and I know that I have to go. Away, I know, I have to go.

F - It's not time to make a change, just sit down take it slowly, you're still young that's your fault, there's so much you have to go through, Find a girl, settle down if you want you can marry, look at me I am old but I'm happy.

S- Away away, away, I know I have to make this decision alone - no

S - All the times that I've cried keeping all the things I knew inside it's hard but it's harder to ignore it. If they were right I'd agree but it's them they know not me now there's a way, and I know that I have to go away, I know I have to go.

F - Stay, stay stay, why must you go and make this decision alone?

"I Am...I Said" Neil Diamond

L.A.'s fine, the sun shines most the time,
And the feelin is lay back.
Palm trees grow and rents are low.
But you know, keep thinking about,
Making my way back.
Well, I'm New York City born and raised,
But nowadays I'm lost between two shores.
L.A.'s fine, but it ain't home.
New York's home, but it ain't mine no more.

I am...I said,
To no one there.
And no one...heard...at all,
Not even the chair.
I am...I cried
I am...said I,
And I am lost...and...I... can't,
Even say why.
Leaving me lonely, still.

Di you even read about a frog who dreamed of being a king,
And then became one?
Well, except for the name
And a few other changes,
If you talk about me,
The story's the same one.
But I've got an emptiness deep inside
And I've tried, but it won't let me go.
And I'm no a man who likes to swear,
But I never cared for the sound of being alone.

Chorus

I am...I said
I am...I cried
I am...

"A Most Peculiar Man" Simon and Garfunkel

He was a most peculiar man
That's what Mrs. Reardon says and she
Should know. She lived upstairs from him.
He was a most peculiar man.
He lived all alone within a house, within a room, within himself.
...A most peculiar man
He had no friends, he seldom spoke,
and no one, in turn, even spoke to him
'Cause he wasn't friendly and he didn't care.
And he wasn't like them
Oh no...
He was a most peculiar man
He died last Saturday.
He turned on the gas, and he went to sleep, with the windows closed so he'd never wake
up to his silent worls
and his tiny room
And Mrs. Reardon says he has a brother
Somewhere who should be notified soon.
And all the people said:
"What a shame that he's dead --
but wasn't he a most peculiar man?"

C.D.P. Module XI

Rationale:

Career Decisions based solely on knowledge of the teaching tasks are based on insufficient data. It is also necessary to experience the affect of actually performing the tasks.

Objective:

900.31 Given a wide variety of student selected resources and the readings in the test--student groups (no less than 10) will plan and act out a 10-20 minute presentation dealing with educational mythologies. The criteria are as follows; student should be able to:

(a)	create their own example of concepts dealing with educational mythologies.	30 points
(b)	exhibit interactive dialogue with all players.	40 points
(c)	demonstrate through dialogue some emotive behavior, (humor, anger, indifference, apathy)	60 points
(d)	perform a post evaluative dialogue with the audience	30 points

TOTAL COMPETENCY = 140 points

160 points

900.32 Given a short general statement about a teacher's way of teaching and testing students in a classroom and four statements of why learners in that situation would show different levels of achievement, the student will select the one statement that most logically explains the different levels.

900.33 Given four alternative statements of attributes of the concept "grading on a curve," the student will select the one alternative statement that most closely defines the concept.

900.34 Given four statements of the probable nature of teacher-made tests, the student will select the one statement that logically follows from the content in the Saber Tooth Curriculum and Education for Alienation.

900.35 Given three statements of traditional "folk tales" and four alternative statements of interpretations of conclusions about why men believed the folk tales as truth, some of which are logical and some of which are illogical conclusions, the student will select the one(s) that are logical conclusions.

900.36 Given three one line statements of a myth and four alternative assumptions for each statement, the student will select the one assumption

that is most appropriate to each given myth.

900.37 Given three one line statements of a mythology and four "ways of knowing" (e.g., faith, observation), the student will select the one way of knowing that best explains why people believe in myths.

Prerequisite:

Read - Text - Soft Revolution and Education for Alienation. Read handouts.

Pre-assessment:

Module Pretest items: 5 - 7 and 21 - 25.

Instructional Activities:

1. Small group discussion related to production of presentation.
2. Students will act out an episode dealing with concepts of educational mythologies.
3. Group discussion related to evaluation of presentation.
4. Group discussion related to concept of educational mythologies.
5. Analysis of past and present mythologies in society and education.
6. Analysis of popular songs, current issues and philosophical essays.

Post Assessment:

Module Pretest items. Presentation Rating based on criteria listed in Objective A.

Remediation:

Recycle.

Time Allocation:

Student Time: 9 hrs. Prof. Time: 9 hrs.

INQUIRY AND EDUCATION

VALUES IN MUSIC

Topic:

Mythologies

"The John Birch Society" Chad Mitchell Trio

The lyrics in this song are easily understood.

The message and humor, however, make it worthy of your careful attention and consideration.

"Richard Cory" Simon and Garfunkel

They say that Richard Cory owns one-half of this old town
With political connections to spread his wealth around
Born into society
A banker's only child
He had everything a man could want
Power, grace and style
But I work in his factory
And I curse the life I'm living
And I curse my poverty
And I wish that I could be
Oh! I wish that I could be
Oh! I wish that I could be . . . Richard Cory
The papers print his picture
Almost everywhere he goes
Richard Cory at the opera,
Richard Cory at a show
And the rumors of his parties
And the orgies on his yacht
Oh! he surely must be happy
With everything he's got
But I work in his factory
And I curse the life I'm living
And I curse my poverty
And I wish that I could be
Oh! I wish that I could be
Oh! I wish that I could be . . . Richard Cory
He really gave to charity
He has the common touch
And they were grateful for his patronage
And they thanked him very much
So my mind is filled with wonder
When the evening headlines read
Richard Cory went home last night
And put a bullet through his head
But I work in his factory
And I curse the life I'm living
And I curse my poverty
And I wish that I could be
Oh! I wish that I could be
Oh! I wish that I could be . . . Richard Cory.

"Myths" Joan Baez

A myth has just been shattered
Upon the four winds scattered
Back to some storybook from
whence it came
Vicarious hearts may ache
And try to mend the break
And seek for a righteous place to
put the blame

Neither of us knew what the
future would bring
We only know that now there's some
room to talk and sing
The baby laughs a lot and that's
the most important thing
And as soon as we can handle the
hurt and pain
There may be more than
just happy memories to gain

So to hell with all the troubles
And counting up the couples
Who travelled this same route
way down
Cause if we keep on growing
There is no way of knowing
When we'll meet as two new people we
just found
We just found.

"To Strengthen the Moral Fabric of Society"

Imperatives In Education
Published by:
American Association of School Administrators
1701 Sixteenth Street, Northwest
Washington, D.C. 20036

How can the moral fabric of society be strengthened? How can students be taught the true meaning of freedom and responsibility? There is, of course, no one body of content, no cluster of experience, no tried and true procedure that will accomplish this end, but it may be helpful to teachers and administrators-indeed, to everyone-to call attention to a few possibilities.

Let students be concerned with that which makes men free-not that all knowledge does not in some measure serve this end-beginning with that which directly and at the moment effects this purpose, be it a circumstance on the playground, a situation in the management of the school, or some incident in literature or history within their range of comprehension.

Let an honest curiosity be cultivated in all students. Let them be inquisitive about everything about them and explore everything that is singular and rare. See that no restraining bounds in books or in subjects are imposed; and if there be eminent people, momentous events, or notable places in the school neighborhood, make them a part of their program of studies.

Let them be curious in their search for reasons why this or that happened or a particular procedure was followed, but let them be seasoned to submit to truth whenever they have found it.

Let them thoroughly sift through everything they read or each parcel of information that comes to their attention and seek more than one authority for substantiation of a fact or truth. An individual with a free and open mind knows full well that an assertion made by even an eminent man or woman is not necessarily true.

Let them put whatever they have learned into a hundred different forms to see if they rightly comprehend it and have made it their very own.

Let them put every lesson they have learned into practice whenever and wherever possible so that they learn at an early age the subtle art of transposing learning into living.

Let them have their turns in discussion and discourse, parry with ideas, learn to discern, learn to discriminate and to choose, taste strange new fruits of learning, and try their wings while they can be guided.

Let them laugh and play and strive to excel their companions in ability and vigor, for the youthful spirit that is bridled and curbed and that does not have a chance to try and prove its strength is soon dull and stagnant-more fitted for subjugation than for probing into new domains.

Let them avoid vain and childish pretensions to being more accomplished than they really are.

Let them discover and acknowledge their errors and misconceptions wherever they exist, knowing that as such shortcomings are fully recognized by themselves, new measures of strength and stature and new dimensions of freedom are added to their lives.

Let them drink deeply of the satisfactions that come from work well done; let them know that work is not a curse.

Let them develop a sense of freedom and responsibility by living it, by helping to shape the standards that will guide their present and future actions.

Let them know that he who acts unjustly not only wrongs himself but harms others.

INQUIRY AND EDUCATION

VALUES IN MUSIC

Topic:

What Kind of World Do You Want?

"America" Simon and Garfunkel

Let us be lovers, we'll marry our fortunes together.
I've got some real estate here in my bag.
So we bought a pack of cigarettes and Mrs. Wagner pies
And walked off to look for America.
"Kathy, I said, as we boarded a Greyhound in Pittsburgh, "Michigan seems like a dream to me now. It took me four days to hitchhike from Saginaw. I've come to look for America."
Laughing on the bus -- playing games with the faces.
She said the man in the gabardine suit was a spy.
I said, "Be careful, his bow tie is really a camera. Toss me a cigarette. I think there's one in my raincoat."
"We smoked the last one an hour ago."
So I looked at the scenery.
She read her magazine.
And the moon rose over an open field.
"Kathy, I'm lost," I said though I knew she was sleeping. "I'm empty and aching and I don't know why."
Countin' the cars on the New Jersey turnpike --
They've all come to look for America.
All come to look for America.
All come to look for America.

"Imagine" John Lennon

Imagine there's no heaven
It's easy if you try
No hell below us
Above us only sky
Imagine all the people
Living for today

Imagine there's no country
It isn't hard to do
Nothing to kill or die for
And no religion too
Imagine all the people
Living life in peace

You may say I'm a dreamer
But I'm not the only one
I hope someday you'll join us
And the world will be one

Imagine no possessions
I wonder if you can
No need for greed or hunger
A brotherhood of man
Imagine all the people
Sharing all the world

You may say I'm a dreamer
But I'm not the only one
I hope someday you'll join us
And the world will live as one.

"Where Do the Children Play?" Cat Stevens

Well I think it's fine building Jumbo planes,
Or taking a ride on a cosmic train, switch on
Summer from a slot machine, yes get what you
Want to, if you want, 'cause you can get anything.
I know we've come a long way, we're changing day to day,
But tell me, where d' th' ch'ldr'n play.
Well you roll on roads over fresh green grass,
For your lorry loads pumping petrol gas, and you
Make them long and you make them tough, but they
Just go on and on, and it seems that you can't
Get off. Oh. I know we've come a long way,
We're changing day to day, but tell me where
D' th' ch'ldr'n play.
Well you've cracked the sky, scrapers fill the air,
But will you keep on building higher 'til there's
No room up there. Will you make us laugh,
Will you make us cry, will you tell us when to live,
Will you tell us when to die. I know we've come a long
Way, we're changing day to day. But tell me,
Where d' th' ch'ldr'n play.

"The Sounds of Silence" Simon and Garfunkel

Hello darkness my old friend.
I've come to talk with you again,
Because a vision softly creeping
Left its seeds while I was sleeping
And the vision that was planted in my brain
Still remains
Within the sounds of silence
In restless dreams I walked alone.
Narrow streets of cobblestone
Neath the halo of a street lamp
I turn my collar to the cold and damp
When my eyes were stabbed by the flash of a neon light
That split the night
And touched the sounds of silence
And in the naked light I saw
Ten thousand people maybe more
People talking without speaking
People hearing without listening
People writing songs that voices never shared
No one dared
Disturb the sounds of silence
Fools sit idle, do not know
Silence like a cancer grows
Hear my words that I might teach you
Take my arms that I might reach you
But my words like silent raindrops fell
And echoed in the well
Of silence
And people bowed and prayed
To the neon God they made
And the sign flashed out its warning
In the words that it was forming
And the sign said, "the words of the prophets are written on the subway
walls,
And tenement halls."
Whispering in the sound . . . of silence.

"To My Teachers"

Good-bye, my friends. I leave you now.
I regret I cannot call you all by name,
But then you knew me but as that boy
Outside row, half way down,
Who took to education as a hen to water.
We never did get to know each other, did we?

You I shall remember.
When I was just a little boy
You willowed my mind
And I swung like a bird with a red breast on the tip of it.
The day was the night was the year
And I was the unfolding bud of spring
And every sweet minute of your love was the bloom of it.
I shall remember you.

And you.
I was twelve.
You whipped me with the lash of wonder,
Opened a heaven of freedom to my grasping mind.
In each half-hour with you the stars outshone the sunrise.
I shall remember you.

You, my friend, the third of three, I shall remember.
Just last year, it was---
Drugged with the miasma of words that schools exhale,
I stumbled into you.
You gave me first your arm of confidence to lean upon,
Then so quietly the antidote I hardly knew that I was waking up.
You listened.
Not just to me but to all of us.
Then, not soon, but soon enough,
The sludge that was our minds began to clear
And we could think.
I shall remember you.

for the rest of you, what shall I say?
I do not wish to hurt you
As some of you hurt me---
You, Miss So-and-So, we weren't big enough
To fault the pain
When the needle of your anger etched fear into our souls.
And Mr. What's-Your-Name,
How keen you thought that scalpel wit
With which you really scarred not our faces but your own.
You others? Well, we weren't really people to you, were we?
Just furniture of school,
Slightly animated.
You painted on the varnish that you call education,
Coat after coat (but forgot the buffing)

"To My Teachers"
continued

Smeared on the wax to make the polish that you call culture--
Now you truck us off to the auction rooms of the economy and the labor force
For sale to the highest bidder.
Shall I tell you about people?
Well, maybe not. I doubt if you would understand.
It's just that---damn it, I am me
And you never even saw the me that is I,
Would you see me now?
One quarter of my life's span spent
And here I stand, organically a man, but shapeless, somehow;
I purpose nothing. I value only me.
So I stand on the very horizon of my childhood,
I look into the horizon of my manhood.
Behind, the bleakness of the unfulfilled.
Ahead, so little between me and time.
Oh, I will find a job. I'll live. For what?

W. R. Wees, Scarborough, Ontario

May 1966

"To My Pupils"

A Descant to accompany "To My Te chers"

by W. R. Wees

Good-bye, my friends. I leave you now.
I regret that I cannot call you all by name,
But then you knew me but as that man,
Third period, Room 24,
Who vainly tried to interest you in learning.
We never did get to know each other, did we?

You I shall remember
When I was a rank beginner,
You responded to my fumbling efforts
To stimulate your mind.
Together we probed the mysteries of the ages.
And every minute of it was untrammeled joy.
I shall remember you.

And you.
I was, I thought, a seasoned teacher.
You whipped me with the lash of your superior intellect,
Piercing my smug complacency and sending my gasping mind back to the fount of scholarship.
Each half-hour with you was a new lesson in humility.
I shall remember you.

You, my friend, the third of three, I shall remember.
Just last year, it was--
Dulled by the indifference that students exude,
I stumbled upon you.
At first 'twas but a glint of interest in your eye,
And then, with increasing excitement
You questioned.
Not just me but all of us.
Then, not soon, but soon enough,
The sludge of resignation began to clear
And my faith in youth was restored.
I shall remember you.

As for the rest of you, what shall I say?
I do not wish to hurt you
As some of you hurt me---
You, Mary So-and-So, you weren't sensitive enough
To perceive pain
When the needle of your laughter destroyed a moving lesson.
Even knowing that a stultifying home made you callous
Was not enough to ease the pang.
And Tommy What's-Your-Name,
How keen you thought that scalpel
With which you ridiculed not my search for truth but your own.
Child of indulgence, would that I could have bridged
The gulf between our cultures!

"To My Pupils"
continued

You others? Well, you weren't really present were you?
Physically occupying the furniture of school,
But preoccupied with everything but learning.
Oh, you thoughtlessly donned the paint that you call education,
Coat after coat (without regard for color or design),
Rejecting all efforts to help you achieve true polish or refinement---
Now you scurry off to the auction rooms of the economy and labor force
For sale to the highest bidder.

Shall I try once again to lead you to the threshold of your own mind?
Well, maybe not. Many of you just cannot understand.
It's just that--damn it, learning is important,
And you never even tried to see its value.
Can't you see what I have been striving to do?
When will you stop taking everything for granted?
Is this the terrible price our society must pay for its affluence?

Most of my life's span is spent
And here I stand, just an ordinary teacher,
But gravely worried about you.
You purpose nothing. You value only self.
So, on the very horizon of my retirement
I look into the sunset of my manhood.

Behind the blackness of unrequited striving and all-too-human inadequacies.
Ahead, so little between me and time.
Oh, my pupils, you will find jobs. You'll live. For What?

Gordon F. Vars, Kent State University
Kent, Ohio

APPENDIX

CAREER DECISIONS PROGRAM

FIELD COMPONENT HANDBOOK

February 1, 1972

CAREER DECISIONS PROGRAM
College of Education
The University of Toledo

The Career Decisions Program (CDP) is a two quarter course of competency based education designed in modules of behavioral objectives. Each entering Freshman is required to complete the course as a pre-requisite to admission to the professional teacher education program.

The purpose of the course is to stimulate and assist the student in making three basic career decisions; (1) whether or not he wants to become a teacher; (2) on which educational level he should teach; and (3) in what subject matter area he should specialize.

Each student spends two hours per week on the campus in small group classroom instruction and one hour in large group instruction. In addition, and of great importance, he is required to spend one full morning (9:00 a.m. to 12:00 a.m.) or one full afternoon (1:00 p.m. to 4:00 p.m.) per week in a relevant field experience. He may serve as a Career Decisions Aide (CDA) to a classroom teacher on any instructional level K-12, or as an aide in such related programs as Outdoor Education, Upward Bound, etc.

Laison with the cooperating institutions will be maintained by the University CDP Staff. Cooperating teachers will be asked to evaluate the performance of their CDA on a simple evaluation form.

Field Component Handbooks have been developed and are available on request. They will be helpful in suggesting areas of activity which are mutually profitable to CDA and the cooperating teacher.

The program serves approximately 600 students and their cooperating teachers. Program staff consists of nine university faculty members and four graduate assistants.

For further information on any aspect of the program, interested persons are invited to contact

Dr. Wm. R. Beck, Coordinator
Career Decisions Program
College of Education
The University of Toledo
Toledo, Ohio 43606
Phone: 531-5711, Ext. 2485

HUMAN RELATIONS

The success of this program will lie in the ability of the CDA, the teachers, and the principal to work together. A firm sense of loyalty to the school and proper regard for professional ethics is essential. The CDA must acquaint himself with the general policies of the school. He must maintain strict confidence about the students, students' records, school problems, and his opinions about the teachers with whom he works. Good judgment must be used as to the proper or convenient time for personal contact with the students. Failure to meet these responsibilities may result in the removal of an undergraduate from the program.

In the secondary school it is important that the CDA realize the importance of approaching the experience as a potential teacher of secondary students and not as a recent graduate from their ranks. If the experience is to help the CDA gain the desired insights into the responsibilities of the secondary teacher and his potential for assuming those responsibilities, he must emphasize the teacher's role - not the student's.

LOGISTICS

Each CDA will:

1. Spend one morning or afternoon (9-12 or 1-4) per week at his field assignment each quarter;
2. Notify the agency director in advance if he is unable to appear for his scheduled participation;
3. Arrange with the co-operating to make up unexcused absences (other than illness or emergency) at a time mutually acceptable to CDA and co-operating teacher;
4. Prepare two copies of a written contract which lists his duties and responsibilities for that quarter. The contract shall be acceptable to both parties;

5. Furnish the co-operating teacher with one copy of the contract;

6. Furnish his university seminar instructor with one copy of the contract;

7. Remain with an assigned teacher for a minimum of one quarter;

8. Have the option to extend his field assignment to two quarters with consent of the co-operating teacher;

Each co-operating teacher will:

1. Be assigned a maximum of two CDA's each quarter;

2. Agree to develop a written contract with the CDA, which is acceptable to each party;

3. Agree to provide opportunities for the CDA which will enable him to fulfill his contract;

4. Complete a checklist type evaluation form to be furnished him prior to the end of each quarter;

5. Return the completed evaluation form to The University of Toledo Career Decisions Co-ordinator, so that both CDA and the University staff may better assess the success or failure of his field experience;

6. Agree to arrange for private conference when requested by University staff or the CDA.

SCOPE OF CDA RESPONSIBILITIES

THE UNDERGRADUATE WILL NOT BE EXPECTED TO DO ANY OUTSIDE PREPARATION BEYOND HIS DUTIES AS A CDA.

The teacher will be responsible for the evaluation of the CDA. Areas to be considered are:

1. Attendance

2. Rapport with children

3. Ability to work with children

4. Completion of tasks assigned

5. Responsibility, including notifying teacher in case of absence
6. Promptness
7. Emotional Stability
8. Physical Health
9. Adherence to school and classroom policies, such as the dress code
10. At any time the CDA enters a new room or new school, he will be expected to be familiar with and be ready to perform the responsibilities as listed under the first quarter CDA.

CDA RESPONSIBILITIES FOR PRE-KINDERGARTEN EXPERIENCES

First Quarter

Behavioral Objectives

1. Prepare paint, paste and easel.
2. Prepare playdough and clay.
3. Help children with outer clothing as necessary in classroom and lavatory situations.
4. Greet children upon arrival.
5. Help in toileting activities.
6. Explain lavatory procedures.
7. Distribute soap and paper towels.
8. Distribute rest mats.
9. Prepare classroom for the rest time.
10. Locate instructional materials in the classroom.
11. List appropriate instructional materials for these age levels.
12. State the name of the agency director, supervisor, if any, and teacher and assistants to whom you are assigned.
13. Describe fire drill and tornado alert procedures within the building.
14. Check attendance.
15. Listen to the vocabulary of the children.
16. Talk with individual children.

Experiences

1. Deal with routine "emergencies" - jacket zippers, knots, cuts, bloody noses, etc.
2. Assist teacher in regrouping or relocating groups of children.
3. Chaperone field trips, if appropriate -- teacher has main responsibility.
4. Read a story to a small group of children.
5. Assist teacher supervising project work.

Second Quarter

In addition to the First Quarter Prerequisites, the CDA will assume responsibility for performing the activities listed below (nature and number of the projects will be mutually decided upon between the CDA and the teacher — a minimum of five of the following list is required).

1. Develop an art project with one child.
2. Make a book with one child.
3. Do experiment in science with one child or a small group.
4. Do a taping session with one child or a small group.
5. Help the teacher and children put on a puppet show.
6. Take a small group of children to a nearby public library.
7. Teach a song or simple game to a small group of children.
8. Teach one child a physical skill such as skipping, hopping, walking on a balance beam, etc.
9. Talk with parents as they drop off or pick up children at the center.
10. Set up and put away large muscle equipment such as wheel toys, balls, rocking horse, etc.
11. Accompany a child or group of children to the hospital for a medical examination.
12. Participate in children's choice activities such as water play, sand table, table-top games, blocks, etc.

13. Serve snack or lunch.

Other experiences which the CDA (with the agreement of his co-operating teacher) should attempt to accomplish sometime during the three quarter sequence:

1. Attend a staff meeting.

2. Watch Saturday cartoons and discuss these with the children.

3. Walk or stand within the immediate vicinity of the building at dismissal time in order to observe individual and small groups of children.

4. Observe and assist during a lunch or playtime when children are permitted more free choices.

5. Spend one day on a field trip.

General Guidelines for Working with Young Children

1. It is most important to build a friendly and understanding relationship with the children in the classroom. Learn to accept the child as he or she is, so that the child may in turn accept you as a responsive person.

2. Be sure that the child understands what you are saying when you speak. Gain his attention first and make certain your words are clear and simple. If possible, give only one direction at a time. Be ready to show the child the meaning of your idea if he does not grasp it readily.

3. Young children can become confused or irritated when rushed or pressured, so try not to suggest a change of activity without telling him ahead of time. Do not expect him to stop what he is doing at once, but let him finish what he is doing, if it is at all possible.

4. If a child refuses your direction, "I don't want to," let a few moments go by. Often he will comply if the point is not belabored or argued about. Seek the help of the teacher if you are having difficulty with a child.

5. Let the child take responsibility for himself as soon as he is able.

6. Expect children to spill milk or juice, drop puzzles, etc. Turn these accidents into learning situations by encouraging the child to help with the cleaning-up process.

7. Try to be gentle in your manner and tone of voice.

8. Try to avoid holding children to a uniform standard of performance. Never compare him to someone else; praise him for his own achievement.

9. Praise a child when he makes a new step forward or accomplishes something important to himself, no matter how unsignificant it may seem to you.

10. Give the child a choice of action where this is reasonable, but limit the choice to perhaps one or two choices. For example, "Where would you like to leave your tricycle, John? By the gate, or near the door?"

11. If you really cannot allow the child to make the choice, be direct and quietly firm with the child: "John, please park the tricycle near the gate and come inside now."

12. Avoid nagging; as much as possible avoid conflict and forcing of issues. Children can learn to co-operate rather than being forced into doing what they are told.

CDA RESPONSIBILITIES FOR MULTI-UNIT AND ELEMENTARY SCHOOLS

First Quarter

The following behavioral objectives are to be accomplished during the weeks specified:

Week 1-3

1. Be able to match name of pupil with his face and be able to classify the basic socio-economic characteristics of classroom, school, community (lower-upper, upper-lower, lower-middle, upper-middle, lower-upper, and upper-upper).

2. Locate instructional materials in the classroom.

3. List materials used at the grade level.

4. State names of principal and teacher to whom assigned.

5. Describe fire drill and tornado alert procedures.

6. Explain classroom policy regarding lavatory.

7. Explain school policies concerning dress, arrival times, etc.
8. Demonstrate printing techniques in the primary grades, if appropriate.
9. Grade objective-type tests.
10. Check attendance.
11. Arrange supplies for a lesson.
12. Listen to working vocabulary of children.
13. Converse with individual children.
14. Make flash cards for teaching aids and instructional materials.

Weeks 4-8 (In addition to the above duties)

1. Operate a ditto machine.
2. Operate standard classroom and school equipment.

Experiences

1. Make a bulletin board with a child-teacher design, unless student offers alternative suggestion and the suggestion is approved.
2. Write a story dictated by a child.
3. Write an experience chart (chart story) dictated by a child.
4. Deal with routine "emergencies" - jacket zippers, knots, cuts, bloody noses, etc.
5. Assist teacher in regrouping or relocating groups of children.
6. Chaperone filed trips, if appropriate -- teacher has main responsibility.
7. Read a story to a group of children.

Second Quarter

In addition to the First Quarter Prerequisites, the CDA will assume responsibility for performing and describing his involvement in the activities listed below (nature and number of the projects will be mutually decided upon between the CDA and the teacher -- a minimum of five is required.

1. Develop an art project with one child.
2. Make a book with one child.
3. Do experiment in science with one child or a small group.
4. Do a taping session with one child or a small group.
5. Help a child complete a research project.
6. Make a music presentation to the class.
7. Do individual tutoring.
8. Write a skit with a group of children.
9. Help produce a puppet show.
10. Practice a play with a group.
11. Lead a group of children to the library.
12. Teach a song, game or folk dance to a group of children.
13. Conduct a spelling test.
14. Listen to a child's individual report.
15. Teach a child a physical skill, e.g., skating, swimming, skipping, jumping rope, etc.

Required Experiences Sometime During the Career Decisions Program

The CDA should accomplish the first five behavioral objectives listed and as many others as can be arranged:

1. Attend a team meeting (if you are in a team-teaching school).
2. Read a book recommended by a child.
3. Watch Saturday cartoons and discuss with children.
4. Attend a children's matinee and discuss with children.
5. Walk or stand within immediate vicinity of the school at dismissal time in order to observe individual and small groups of children.
6. Request permission to observe a teachers' meeting or a Union meeting, or an Association meeting.

7. Observe and assist an unstructured group, e.g., lunch, lighted school hours, playground.

8. Spend one day at a camping trip or a field trip.

CDA RESPONSIBILITIES FOR SECONDARY SCHOOLS

First Quarter

The following behavioral objectives are to be accomplished during the weeks specified:

Weeks 1-3

1. Be able to match name of pupil with his face and be able to classify the basic socio-economic characteristics of classroom, school, community (lower-lower, upper-lower, lower-middle, upper-middle, lower-upper, and upper-upper).

2. Locate instructional materials in the classroom.

3. List materials used in the subject area(s) being dealt with.

4. State names of principal and teacher to whom assigned.

5. Describe fire drill and tornado alert procedures.

6. Explain school policies and describe rationales concerning dress, arrival times, etc.

7. Grade objective-type tests.

8. Check attendance.

9. Arrange supplies for a lesson.

10. If students are grouped, describe the policy for grouping and the rationale behind it.

11. Listen to working vocabulary of students.

12. Converse with individual students.

13. Help teacher prepare instructional materials such as dittoes, transparencies, etc.

Weeks 4-8 (In addition to the above)

1. Operate a ditto machine.
2. Operate standard classroom and school equipment.

Experiences

1. Help a student or a group of students complete the production of an audio-visual project, e.g., bulletin board recording, slide presentation, etc.
2. Lead a small group discussion.
3. Chaperone field trips, if appropriate - teacher has main responsibility.
4. Present and explain an assignment or activity to the entire class.
5. Participate in classroom discussions.
6. Follow a student's schedule for a day.

Second Quarter

In addition to the First Quarter Prerequisites, the CDA will assume responsibility for performing and describing his involvement in the activities listed below (nature and number of the projects will be mutually required).

1. Help a student complete a research project.
2. Do individual tutoring.
3. Do an experiment in science or conduct original research in some other area with one student or a small group.
4. Do a taping session with one student or a small group.
5. Write a skit with a group of students.
6. Practice a play or skit with a group of students.
7. Help a group of students to utilize a library and its resources.
8. Teach an educational game to students.
9. Administer an objective test.
10. Listen to a student's individual report.

11. With the aid of the classroom teacher, select a student about whom you will gather information. This information would be taken from school records and should be kept strictly confidential. Together, the teacher and the CDA should discuss the information and its implications for both teacher and student in the school situation.

Required Experiences Sometime During the Career Decisions Program

The CDA should accomplish eight of the behavioral objectives listed and as many others as can be arranged.

1. Attend a team meeting (if you are in a team-teaching school), a departmental meeting, or a school board meeting.
2. Read a book, magazine, or article recommended by a student.
3. Listen to the top five popular songs and discuss with students.
4. Attend a school-sponsored activity (dance, athletic contest, pep session, etc.) and discuss with students.
5. Walk or stand within the immediate vicinity of the school at dismissal time in order to observe individual and small groups of students.
6. Request permission to observe a teacher's meeting or a Union meeting, or an association meeting.
7. Eat lunch with students.
8. Observe and participate in a physical education class.
9. Attend a club meeting.
10. If the school has vocational classes, visit as many of them as possible.
11. Observe a practice session of a school-sponsored athletic team.
12. Enter a student restroom between classes and during a lunch period.
13. Request permission to be an observer in one of the deans' offices for a period of time.
14. Discuss the kinds of problems adolescents encounter with a guidance counselor.

Roles and Responsibilities of Staff

in non-Must Schools

This statement of Roles and Responsibilities is included to help the CDA understand the organization of a school.

Staff Responsibilities

Principal
- Assumes complete responsibility for the cooperation of the total school plant, including pre-service and in-service teacher education activities.
- Assumes major responsibilities for guidance and administrative leadership.
- Administers the research and development activities.
- Organizes and chairs building committee, arranges for its meetings and sets the agenda of the meeting.
- Organizes instruction and materials.
- Schedules time, space, and equipment.
- Secures the essential conditions for his staff to work effectively.

Teacher
- Assumes the major responsibilities for effective planning in the instructional areas.
- Provides instructional leadership.
- Assumes the responsibility for the most effective utilization of the teacher interns, participants and career decision aides.
- Identifies pupil needs and makes pupil assignments.
- Assumes the major responsibility for the evaluation of all activities.
- Guides and evaluates teacher interns, participants, and career decision aides.
- Has instructional responsibilities for both small and large group situations.
- Evaluates individual and group progress.
- Assumes responsibility for the instructional activities in his special areas of competencies.
- Assumes responsibility for record keeping for students.

Student Teacher Works closely with the teacher in planning, presenting and evaluating the instructional program.
- Works directly with an individual student or a group of students as assigned by the teacher.

- Performs any other instructional duties as assigned by the teacher in charge.
- Works closely with the teacher in the continuous evaluation of the students.
- Works cooperatively with the teacher on clerical work and general classroom housekeeping.

THE ORGANIZATION OF THE MULTI-UNIT SCHOOL

THE UNIT

The teachers in the multi-unit school work in units or committees rather than in the isolation that is characteristic of traditional self-contained classrooms. At the classroom level are the Instructional and Research (I & R) Units. Each I & R Unit has a Unit Leader or professional teacher, two or more regular staff teachers, one or more aides or secretaries, and in some cases a student teacher who assumes instructional responsibilities. Each unit is charged with planning and conducting the total school experience of 50 to 150 students.

Unit meetings are held at least once a week and often more frequently. A unit meeting may last from 30 minutes to a half day. The meetings are devoted to planning and evaluating the total instructional program for the children of the Unit and require the attendance of the certified members of the Unit. Generally they are held during school hours. The agenda, written or mental, is supplied by the Unit Leader.

INSTRUCTIONAL IMPROVEMENT COMMITTEE

At the second level of organization, the principal, unit leaders, supervisors of student teachers and the resident professor constitute the Instructional Improvement Committee. This group meets weekly to discuss curriculum improvement and school wide concerns. It discusses matters such as reporting practices, in-service programs, and new instructional material.

THE MULTI-UNIT SCHOOLS FOR TEACHER EDUCATION COMMITTEE

At the third level of the organization is the group called the M.U.S.T. Committee. It consists of a delegation from each participating school: the principal, the resident professor, and two teachers. Its purposes include improving teacher education and creating new multi-unit schools.

CHARACTERISTICS OF MULTI-UNIT SCHOOL

Several important basic components are required for the successful operation of a Multi-unit School.

1. First, whatever the number and size of Units, each Unit must plan, instruct and evaluate cooperatively.
2. In the Multi-unit School, important instructional decisions must be made by groups and at the appropriate level in the organization.
3. The Multi-unit concept presumes greater role differentiation and role clarity than is the case in the traditional school.
4. The Multi-unit concept rests upon a carefully designed leadership structure.
5. The work environment in the multi-unit school provides oral communication and horizontal and vertical channels open naturally.
6. The Multi-unit school is characterized by flexibility, cooperativeness, and a spirit of inquiry. Change is inevitable because professional inter-action requires it, and there is more time to plan, text and implement.

Glossary of Terms in the Multi-Unit School

This statement of Roles and Responsibilities and a Glossary of Terms is included to help the CDA understand the organization of a Multi-unit School.

Staff Responsibilities

Principal
- Assumes complete responsibility for the cooperation of the total school plant, including pre-service and in-service teacher education activities.
- Assumes major responsibilities for guidance and administrative leadership, initiating and refining the system of Individually Guided Education
- Administers the research and development activities
- Meets with entire Unit as requested by the Unit Leader.
- Organizes and chairs building committee, arranges for its meetings and sets the agenda of the meeting.
- Organizes instruction and materials.
- Schedules time, space, and equipment.
- Secures the essential conditions for his staff to work effectively.

Unit Leader or Team Leader
- Assumes the major responsibilities for effective planning in the instructional areas.
- Provides instructional leadership.
- Guides and coordinates the teaching and planning of the unit.
- Assumes the responsibility for the most effective utilization of the teacher interns, participants and career decision aides.
- Identifies pupil needs and makes pupil assignments (this is to be done through staff consultation)
- Assumes the major responsibility for the evaluation of all unit activities.
- Serves a chairman of unit meetings.
- Meets with entire unit at least once per week.

Teacher
- Shares in cooperative planning of lessons and units.
- Shares in cooperative planning and evaluation of the entire team program.
- Shares in guiding and evaluating teacher interns, participants, and career decision aides.
- Shares in instructional responsibilities for both small and large group situations.
- Shares in evaluating individual and group progress.
- Assumes responsibility for the instructional activities in her special areas of competencies.

- Assumes responsibility for record keeping for a designated group of students.
- Cooperates with unit in planning and developing better methods of instruction.
- Meets with entire unit at least once per week.

Student Teacher

- Works closely with the team in planning, presenting and evaluating the instructional program.
- Works directly with an individual child or a group of children as assigned by the unit teacher or unit leader.
- Meets with entire unit staff to plan and prepare the unit program.
- Performs any other instructional duties as assigned by the unit leader or teacher in charge.
- Works closely with the unit leader and teachers in the continuous evaluation of the children.
- Works cooperatively with the team on clerical work and general classroom housekeeping.

Glossary Continued

IDEA - Institute for Development of Educational Activities, Inc.

IGE - Individually Guided Education

IIC (or Building Committee)

- The Instructional Improvement Committee of the building is comprised of the building principal and Unit leaders. It meets at least weekly and makes decisions regarding the instructional program of research and development conducted within the building.

LEAGUE - The League is defined as being a functionary relationship between a number of schools for the accomplishment of some purpose by cooperating for mutual benefits.

R & D - Research and Development

MUST COMMITTEE

- Multi-unit Schools for Teacher-Education (Multi Unit Schools for Teacher-Education)

Multi-unit Schools - Toledo Board of Education Elementary Schools

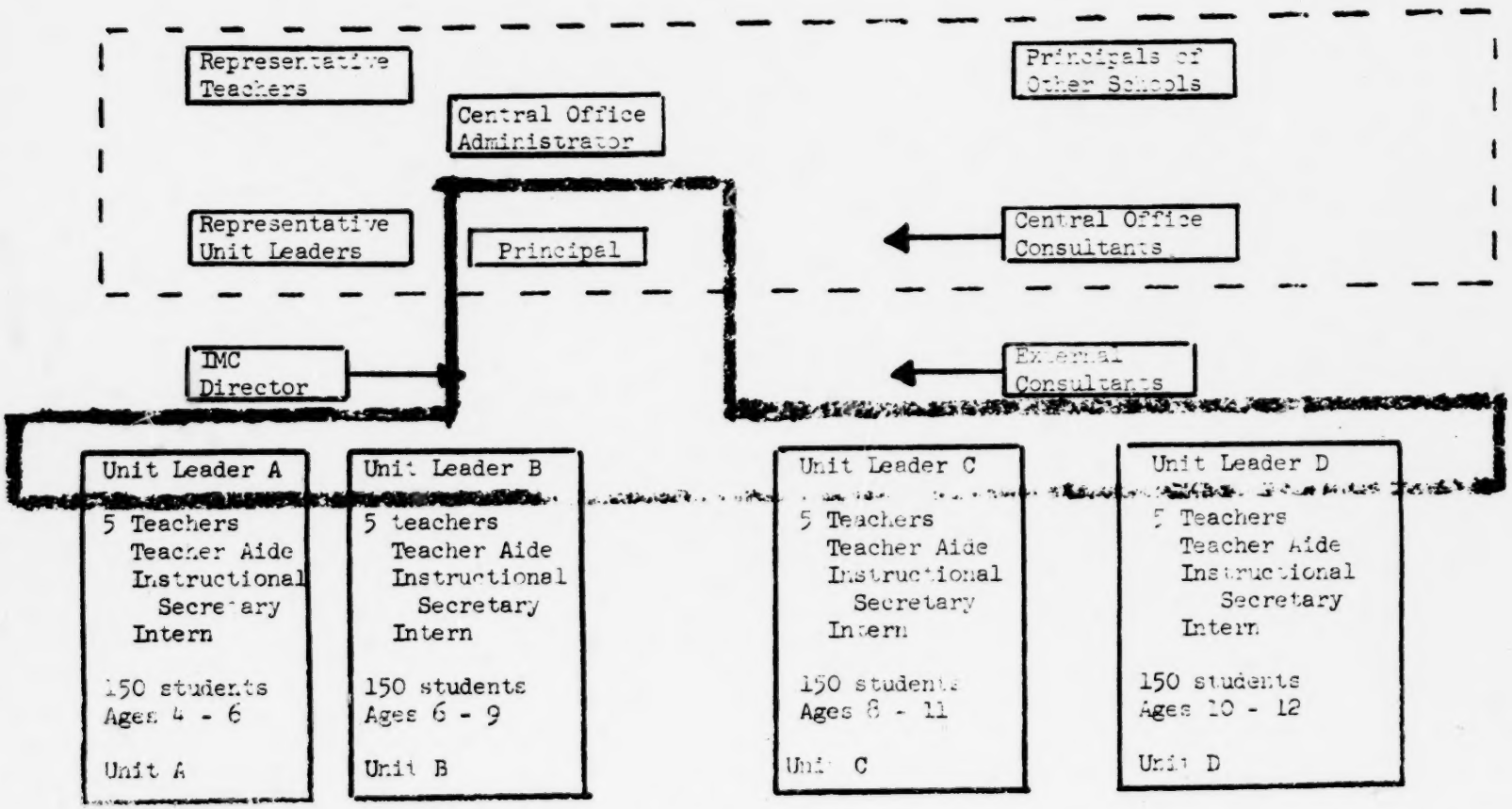
Glendale School, 2860 Glendale, 385-7[illegible]1

Martin Luther King School, [illegible]wrence, 243-7163

Old Orchard School, 2402 [illegible]m, 536-1261

Walbridge School, 1245 Walbridge, 243-4020

ORGANIZATIONAL CHART OF A MULTIUNIT SCHOOL OF 600 STUDENTS



Building Instructional Improvement Committee

Multi-Unit Schools For Teacher Education Committee (M.U.S.T.)

LOCATION OF SCHOOLS IN AND NEAR TOLEDO

Toledo Board of Education, Manhattan and Elm Streets, Toledo, OH 43608
729-5111

Bowsher	3548 S. Detroit (14)
Devilbiss	3301 Upton Ave. (13)
Libbey	1250 Western Ave. (9)
Macomber	1501 Monroe St. (2)
Rogers	5539 Nebraska Ave. (15)
Scott	2400 Collingwood Blvd. (10)
Start	2061 Farragut (13)
Waite	Morrison Dr. at 2nd St. (5)
Whitney	1602 Washington St. (2)
Woodward	600 E. Streicher (8)

Arlington	700 Toronto Ave. (9)
Bancroft Hills	2630 Montbello Rd. (7)
Beverly	4022 Rugby Rd. (14)
Birmingham	Pain & Valentine Sts. (5)
Bowsher Jr. High	3548 S. Detroit St. (14)
Burroughs	2404 South Ave. (9)
Chase	3315 Mayo (11)
Cherry	3348 Cherry St. (12)
Crossgates	3900 Shady Lawn (14)
Deveaux	Sylvania Ave. & Rushland (13)
East Side Central	815 Navarre (5)
Edgewater	5549 Edgewater St. (11)
Elmhurst	4530 Elmhurst Rd. (13)
Fall-Meyer	1800 Krieger Dr. (15)
Feilbach	Stanley Ct. & Wilson Pl. (8)
Franklin	Oak & Fourth Sts. (5)
Fulton	333 Melrose (10)
Grove Patterson	3020 Marvin Dr. (6)
Garfield	Worthington & N. Ravine (5)
Glar	1700 N. Reynolds (15)
Glendale	4746 Glendale (14)
Glenwood	2860 Glenwood (10)
Gunckel	430 Nebraska Ave. (2)
Hamilton	E. Manhattan Blvd. (8)
Harvard	1949 Glendale Ave. (14)
Hawkins	5550 W. Bancroft (15)
Heather Downs	1932 Birchwood (14)
Jones	550 Walbridge Ave. (9)
Keyser	3900 Hill Ave. (15)
Kleis	5016 - 297th St. (11)
Lagrange	Lagrange & Erie Str. (04)
Larchmont	1515 Slater St. (12)

Lincoln	Detroit & Lincoln Ave. (6)
Longfellow	4112 Jackman Rd. (12)
Marshall	415 Colburn St. (4)
Martin	N. Holland-Sylvania (14)
Martin Luther King	934 Palmwood Ave. (17)
Mayfair	5331 Bennett Rd. (12)
Mount Vernon	825 Bryne Rd. (15)
McKinley	1901 W. Central Ave. (6)
McTigue	5700 Hill Ave. (15)
Nathan Hale	Foster & Shenandoah (7)
Navarre	410 Navarre Ave. (5)
Newbury	1040 Newbury St. (9)
Oakdale	Oakdale & E. Broadway (5)
Old Orchard	2402 Cheltenner Rd. (6)
Ottawa River	4801 - 290th St. (11)
Parkland Crafts	300 Lagrange St. (8)
Pickett	Plum & Hoag St. (7)
Point Place	2859 - 131st St. (11)
Reynolds	500 Norwich (15)
Raymer	1419 Nevada St. (5)
Riverside	Ontario & Chicago (11)
Robinson	1007 Grand Ave. (6)
Ryder	3117 Nebraska Ave. (15)
Sherman	Sherman & Walnut Sts. (8)
Spring	Stickney Ave. (3)
Stewart	707 Avondale (2)
Spencer Sharples	Irwin Rd., Holland (43528)
Stickney	Stickney at Erie (4)
Walbridge	1245 Walbridge Ave. (9)
Warren	121 Irving St. (4)
Washington	514 Palmwood Ave. (2)
Westfield	Western & Field Sts. (9)
Whittier	4215 Walker Ave. (12)

OREGON SCHOOL DISTRICT - Victor Wood, Superintendent, 5721 Seaman, Oregon (43616), 693-0661 - Larry Morgan, Assistant Superintendent.

Clay H. S.	5721 Seaman (43616)
Eisenhower Jr.	North Curtice Rd. (43618)
Fassett Jr.	3925 Starr (43616)
Clay Elementary	5721 Seaman (43616)
Coy	2630 Pickle (43616)
Jerusalem	Route 1, Yondota Rd., Curtice
Starr	3230 Starr (43616)
Wynn	5224 Bayshore (43616)
J.J. Shuer	4955 Seaman Rd.

PERRYSBURG SCHOOL DISTRICT - Robert M. Pierson, Superintendent, 141 E. Indiana, Perrysburg, Ohio 874-7906

Perrysburg H. S.	550 E. South Boundary (43551)
Perrysburg Jr. H.	140 E. Indiana (43551)
Elm Street	Seventh & Elm (43551)
Pine Street	W. & S. Boundary & Elm (43551)

SYLVANIA SCHOOL DISTRICT - Clyde Plant, Superintendent, 6801 Maplewood Ave., Sylvania, OH (43560).

Sylvania South	5403 Silica (43560)
Sylvania North	6850 Monroe (43560)
McCord Jr. High	4304 McCord Rd. (43523)
Maplewood	6769 Maplewood (43560)
Central Avenue	7460 Central (43617)
Hillview	5424 Whiteford (43560)
Stranahan	3840 Holland-Sylvania (43615)
Sylvan	4830 Wickford Rd. (43560)
Highland	7720 Erie (43560)
Whiteford	4708 Whiteford (43623)
Arbor Hills Jr. H.	5300 Whiteford (43623)

WASHINGTON LOCAL SCHOOL DISTRICT - Homer S. Nightingale, Local Superintendent, Douglas Rd., Toledo, OH (43613) 473-3431, Harvey Davis, Director of Personnel.

Whitmer	5601 Clegg (43613)
Washington Jr. H.	5700 Whitner (43613)
Jefferson Jr. H.	5530 Whitmer (43613)
Hiawatha	Fern & Photos
Hopewell	5802 Jackman (43612)
Horace Mann	Sylvania & Harvest (43623)
Jackman	2010 Forthover (43613)
Lincolnshire	3505 W. Lincolnshire (43606)
Meadowvale	2755 Edgebrook (43613)
McGregor	3535 McGregor Lane (43[illegible])
Monac	3845 Clawson (43623)
Greenwood	760 Northlawn Dr. (43612)
Shoreland	Suder & E. Harbor (43611)
Trilby	5720 Secor (43613)
Wernert	5050 Douglas (43613)
Westwood	3939 Wrenwood

NURSERY SCHOOLS

Hope Lutheran Nursery School (Hope Lutheran Church)	Indian and Secor Rds. (6)
Grasshopper Green Nursery School (St. Mathews Episcopal Church)	5240 Talmadge Rd.
Fairgreen Nursery School (Fairgreen Presbyterian Church)	3220 W. Laskey

PAROCHIAL SCHOOLS

St. Mary's School	219 Page
St. Patrick's School	4201 Heatherdowns
St. Jude's School	3650 Victory
St. Charles' School	1850 Airport

Career Decisions Program

College of Education
The University of Toledo

Student Field Contract

Name of Student: _____

Name of Participating Teacher: _____

Field school placement: _____

Date: _____

Each CDA is expected to co-operatively develop with his participating teacher each quarter a written contract. The contract will include the specific classroom and school responsibilities which he agrees to fulfill during his field assignment that quarter. Lists of suggested and required tasks and responsibilities will be found in the appropriate field handbook as well as in the supplementary handout entitled "Career Decision Activities." The CDA and the teacher may include additional mutually agreed upon experiences and may substitute for practical purposes where necessary. The Career Decision Aide may assume responsibility for any duties normally assigned to paraprofessionals; i.e., teacher-aides.

Two copies should be prepared by the student. One copy of the completed and signed student field contract is to be returned to the CDA's university seminar instructor. The second copy of the completed and signed contract will be retained by the participating teacher. The contract will be used by the teacher to aid in the CDA's final evaluation.

List below the specific responsibilities and tasks of the contract.

(Please use the back of this sheet and/or added pages if needed.)

Signed (CDA) _____

Signed (Teacher) _____

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